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Report of
The **Madrasah**
Education
Committee
West Bengal
2002

Recommendation & Status
(Part I & II)

Government of West Bengal



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REPORT
OF THE
MADRASAH EDUCATION
COMMITTEE
WEST BENGAL

2002

PART-I



GOVERNMENT OF WEST BENGAL
KOLKATA

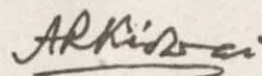


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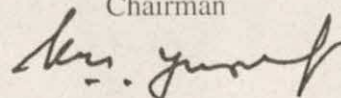
FORWARD

We, the Members of the Madrasah Education Committee, have pleasure in presenting the Report of the Committee for consideration and implementation of the Government of West Bengal. This report consists of two parts. Part I deals with the recommendations and Part II deals with the status of Madrasah Education and other information on the subject.

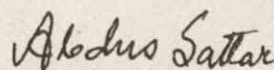
Dated : Kolkata
The 28th September, 2002



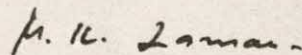
(Dr. A. R. Kidwai)
Chairman



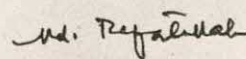
(Justice K.M. Yusuf)
Vice-Chairman



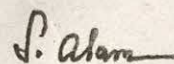
(Dr. A. Sattar)
Member



(Dr. Md. Kamaruzzaman)
Member



(Prof. Md. Refatullah)
Member



(Dr. S. Alam)
Member-Secretary

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Report of the Madrasah Education Committee, West Bengal

INTRODUCTORY

SEPTEMBER, 2002

PREAMBLE, TERMS OF REFERENCE AND WORKING OF THE COMMITTEE

1.1 Appointment of the Committee.

The Government of West Bengal constituted a Committee entitled Madrasah Education Committee to review and examine all aspects relating to the improvement of Madrasah Education in the State in terms of Memorandum No. 53-CMS dated 5th March, 2001 and Notification No. 508-SE(S)5M-6/2001 dated 23rd April, 2002.

1.2 Composition of the Committee:

- | | | |
|----|--|-------------------|
| 1. | Dr. A.R. Kidwai, M.P..... | Chairman |
| 2. | Mr. Justice K. M. Yusuf..... | Vice-Chairman |
| 3. | Dr. Abdus Sattar..... | Member |
| 4. | Prof. Md. Rahatullah (since expired) | Member |
| 5. | Prof. Md. Refatullah..... | Member |
| 6. | Dr. Md. Kamaruzzaman,..... | Member |
| 7. | Dr. Shamsul Alam,..... | Member -Secretary |

1.3 Terms of Reference of the Committee:

To suggest overall improvement of Madrasah Education in West Bengal.

The issues on which the Committee will make recommendations will also include the following:

1. To examine and define the scope of the Senior Madrasah Education System in the context of the present social and economic scenario.
2. To study the present system of education imparted through Senior Madrasahs in the State and to suggest re-orientation of syllabii and curricula of Madrasah Education at all levels in keeping with the modern trends of education.
3. To determine the status of Calcutta Madrasah and its management pattern.
4. To determine the pay-scales, qualifications and status of Assistant Moulavis of Calcutta Madrasah.
5. To examine the possibility of introduction of general courses of study including Computer and Internet training in Calcutta Madrasah in addition to theological studies.
6. To examine the scope of activities of the proposed Centre for research in Arabic, Persian and Islamic studies to be set up at Calcutta Madrasah.
7. To examine the possibility of the establishment of an In-service Training Centre for teachers of Arabic and Theological subjects.
8. To review the management pattern of Elliot Hostel.
9. To suggest measures, if any, for improvement of High Madrasah Education which is already modernised.

10. To review the existing appointment procedures of teachers, recognition process of the Madrasahs, academic standard of Madrasahs and examination systems at all levels, if necessary.
11. To suggest measures to strengthen the infrastructure of the West Bengal Board of Madrasah Education.

1.4 Procedure of Work:

The procedures adopted by the said Committee were:

- i) Inviting Vice-Chancellors of State Universities, Presidents of State Boards, intellectuals, Experts, Administrators, interested persons, Teachers' Associations, Students' Associations and teachers from Senior, Junior and High Madrasahs and Calcutta Madrasah for broader review of Madrasah Education and eliciting the suggestions.
- ii) Visits to some Senior, Junior and High Madrasahs, Hooghly Madrasah and Calcutta Madrasah to review the actual state of affairs in all these Madrasahs. The visiting team also inspected the actual classroom situations, held consultations with the teachers, students and Headmasters/Headmistress/Teachers-in-charge on the need for reforms and further improvements. The Vice-Chairman Mr. Justice K. M. Yusuf, Dr. Abdus Sattar, President, West Bengal Board of Madrasah Education and Prof. Md. Rafatullah, Member participated during these visits.
- iii) For wider publicity and awareness among the public in general on Madrasah Education problems, the Committee put out public advertisements through leading daily newspapers in Bengali, English and Urdu and requested them to submit their opinions and suggestions on the basis of the terms of references to the Member-Secretary, Madrasah Education Committee, West Bengal. Their responses were very encouraging.

Acknowledgements

The Committee would like to express their gratefulness to Shri Buddhadeb Bhattacharya, Hon'ble Chief Minister of West Bengal, who showed deep interest in the development of Madrasah Education in the State. The Chairman of the Committee met him for this purpose when he gave very valuable suggestions and advice.

The Committee would also like to thank Shri Kanti Biswas, Hon'ble Minister of Madrasah and School Education Department, Shri Satya Sadhan Chakraborty, Hon'ble Minister for Higher Education Department, Janab Md. Amin, Hon'ble Minister for Labour Department and Janab Md. Salim, Hon'ble Minister, Department of Minorities' Development and Welfare, Self-Employment Scheme for the Urban Unemployed, Youth Services and Technical Education, Govt. of West Bengal, all of whom showed keen interest in the promotion of Madrasah Education System and the Committee benefited a lot from their suggestions.

The Committee would also like to extend their gratefulness for the valued opinions and suggestions received from various sections of the public of the State.

The Committee would also like to thank the representatives of the press for giving wide publicity to the work of the Committee and offering valuable suggestions through their columns.

The Committee would also like to place on record their deep appreciation of the help and cooperation extended by officers and members of staff of West Bengal Board of Madrasah Education and the Departments of Higher and School Education.

RECOMMENDATIONS

2.1

After examining in-depth the present status of Madrasah Education in West Bengal and the issues related to the improvement of Madrasah Education, the Committee, after detailed deliberations, have unanimously decided to make the following recommendations to the Government of West Bengal. The Committee feel that if these recommendations are implemented, the objectives of bringing Madrasah Education at par with the national standards of education should be achieved and the students of Madrasah Education will be able to play their due role in the country.

The year 1915 represents the most important landmark in the history of Madrasah Education and its development in Eastern India when on the recommendations of Maulana Abu Nassar Md. Waheed, the then Principal of Dacca Senior Madrasah, the Government of Bengal introduced the new scheme of Madrasah Education. Md. Waheed observed that the employment opportunities for the Muslims were restricted due to the strong sentiment for theology based education in Madrasahs. Thus because of their lack of knowledge in general subjects, they lagged behind in the society. He travelled the whole Arab world and France to study the Muslim and European education systems and came to the conclusion that basic changes for modernisation of Madrasah Education were necessary to bring the level of Madrasah Education at par with the prevailing system of education in the Schools. The idea was that the product of Madrasah Education could pursue higher studies in all areas of knowledge, professions and services and go for successful careers in life. This was accepted by Government and, therefore, all subjects taught in High Schools were included in the syllabi of Junior High Madrasahs and High Madrasahs. In addition, Arabic and Advanced Arabic courses were also included in the scheme. Thus the successful candidates from High Madrasahs could pursue further studies at the Under-Graduate and Post-Graduate levels at the Institutions of higher education in the country. Thus in Bengal, two distinct parallel systems of Madrasah Education were working:-

- (i) The old model of Madrasah education with Alim, Fazil and M.M. degrees designated as Senior Madrasahs.
- (ii) The new scheme of High Madrasah Education modernised and brought at par with the standard of High Schools of West Bengal.

Table 1 shows the number of Madrasahs, strength of students and teaching staff of High Madrasahs and Senior Madrasahs.

Table I: Number of Madrasahs, Strength of Students and Teaching Staff of the Madrasahs Under West Bengal Board of Madrasah Education.

Sl. No.	Type	No. of Madrasahs	No. of students	No. of teachers
1.	Sr. Madrasah			
	a) Alim (I-X)	82	43,050	1148
	b) Fazil (XI/XII)	17	9,860	
	c) Kamil - *U.G.	4	3,670	
	d) M.M. **P.G.			336(b+c+d)
	Total	103	56,580	1484
2.	Junior High	166	60,180	1105
3.	High Madrasah	238	1,90,710	3142
	Total	404	2,50,890	4247
	Grand Total:	507	3,07,470	5731

*U.G. - Under Graduate

**P.G. - Post-Graduate

2.2 Senior Madrasah Education System (Terms of Reference Nos 1 & 2)

2.2.1 The Committee note that on the recommendations of the Review Committee, 1978 under the Chairmanship of Prof. Mustafa Bin Quasim, the restructuring done has brought Senior Madrasahs in line with the structure of Secondary Schools under the West Bengal Board of Secondary Education. However, the Committee has further examined the matter and recommend that Fazil equivalent to Higher Secondary should remain a two year course but Kamil should be raised from a 2 year to a 3 year course equivalent to B.A. (Hons.). The post-graduate M.M./M.F. level course will remain a 2 year course equivalent to M.A. Thus the restructuring of Senior Madrasah courses will bring them at par with Higher Secondary, Graduate and Post-Graduate courses in Indian Universities. This will facilitate Senior Madrasah students to get admission for higher studies in other schools, colleges and universities.

2.2.2 In the modern world the minimum general level of education is Secondary for vocational pursuits and Higher Secondary for academic and professional studies in medicine, engineering, law and commerce and other courses. At present, weightage of general courses in Senior Madrasahs is only 50% but the Committee feel, that weightage of general subjects in Senior Madrasahs should be raised to the levels of Secondary and Higher Secondary standards by including all general subjects prescribed in the syllabus of Secondary and Higher Secondary Schools which will bring Senior Madrasah students intellectually at par with the general levels of education in the country. This will make Senior Madrasah students intellectually mature and better equipped to pursue higher Islamic studies at Kamil and M.M. levels.

2.2.3 Besides the full courses on general subjects at Alim and Fazil levels, there should be one compulsory paper on Islamic Studies in addition to one paper on Arabic as a Third language. The standard of these two papers should be higher than that of the existing Alim and Fazil levels so that the successful students are fully prepared to pursue intensive courses in Islamic studies at Graduate (Kamil) and specialised

courses of Post-Graduate (M.M.) levels. This will also be in keeping with the objectives of Senior Madrasah system of education.

Kamil [Equivalent to B.A.(Hons.)]

- 2.2.4 The Committee recommend that the new 3-year Kamil course should be strengthened in its contents and patterned on the model of 3-year B.A. Hons. course of Calcutta University, as detailed below:

A. Three compulsory papers-

- | | | |
|-----|---------------------------|----------|
| (a) | First Language (Bengali) | 50 marks |
| (b) | Second Language (English) | 50 marks |
| © | Environmental Studies | 50 marks |

B. (I) Islamic Studies at Honours level subjects- Islamic History, Tafsir, Hadith Fiqua and Shariat..

(II) Any two subsidiary subjects out of the following :

Advanced course in Languages - Arabic, Persian and English.

Social Sciences:- History, Economics, Political Science, Philosophy and Sociology.

Vocational courses :- Journalism and Computer Sciences.

Mumtazul Muhaddethin (Equivalent to M.A.)

- 2.2.5 M.M. course is meant for specialisation in Islamic studies with the following subjects:-

M.M. 1st year :- Islamic History and Philosophy, Tafsir, Hadith, Fiqua and Shariat.

M.M. 2nd year :-Specialisation in any of the above subjects.

- 2.2.6 Excluding the Calcutta Madrasah, there are only three institutions under WBBME i.e. Senior Madrasahs at Furfurah, Beldanga and Batna offering Kamil and M.M. course of studies. Madrasah Board should immediately undertake review and

framing of the syllabi for the new Kamil and M.M. course in these three institutions to bring them at par with Graduate and Post-Graduate standards.

The Committee hope that the revised curriculum for Senior Madrasahs specially at Kamil and M.M. level will help the students attain very high standard of knowledge in Islamic studies.

Primary Stage – Classes I-V of Senior Madrasah

- 2.2.7 In modern primary schools today they follow a continuing process of education and evaluation for promotion to higher classes without detention on the basis of terminal examinations. Therefore, Senior Madrasahs should also adopt this system at the Primary level.

2.2.8 Facilities for upgrading Senior Madrasahs

- 2.2.8.1 The new courses recommended by the Committee stipulate teaching of all subjects in 103 Senior Madrasahs and Graduate & Post-Graduate level courses in Arabic and Islamic Studies in three Senior Madrasahs. According to the new Scheme, recommended by the Committee, the teaching of modern subjects is brought at par with the Secondary and Higher Secondary Schools as against the present weightage of general subjects at 50% of such subjects. Modernisation of these courses with the addition of another 50% weightage of general subjects will require additional staff, equipment and accommodation at the same norms as prescribed for Secondary and Higher Secondary Schools. The restructuring of Kamil course from 2 to 3 years at the level of B.A. (Hons.) course and the revision of M.M. course with higher standards at M.A. level will also require additional staff.. Therefore, for the three Senior Madrasahs teaching these courses will need additional staff with higher qualifications as in the case of Graduate and Post-Graduate Colleges.

- 2.2.8.2 The Committee recommend that since the syllabi, standard of education of the Senior Madrasah courses of Alim, Fazil, Kamil and M.M. are being brought to the level of Secondary, Higher Secondary, B.A. (Hons.) and M.A. courses of a University. The Government may take necessary steps for notifying equivalence of these courses so that the students from Senior Madrasahs could get admission in other institutions of higher learning and find employment in suitable jobs.

**2.3 High Madrasah Education System (including Junior High Madrasah) –
(Term of Reference No. 9)**

- 2.3.1 The Junior High Madrasahs and High Madrasahs follow almost the same syllabus as followed by Madhyamik Board except that the weightage for Geography and History has been reduced. The Committee recommend that the weightage of Geography and History should immediately be restored to the level of High School system so that the syllabi of Junior High and High Madrasahs are comparable with those of Madhyamik Pariksha of West Bengal Board of Secondary Education. The Committee are unanimously of the view that the Junior High and High Madrasahs should follow exactly the same syllabus, the same text books, similar methods of teaching and examination as followed by Junior High and High Schools so that the standard of education and performance of the students are of the same level and the students of High Madrasah Education system can compete for admission to academic, technical and professional courses and also compete for jobs at the State and the national level examinations.

- 2.3.2 The Committee recommend that in order to ensure that the standard of education of High Madrasah is comparable to that of High Schools, there should be continuous monitoring and review of the performance of the students not only at the examinations in the Madrasah system, but also at the state and national level entrance examinations for admission to institutions of technical and higher education and also for competitive examinations for services.

The Committee appreciate that there is increasing number of students joining High Madrasah over the last several years. They are also happy to note that the number of girl students who appeared in High Madrasah Examination in 2001 and 2002 were more than boys. This shows that there is increasing awareness of the need of education on modern lines among the members of the minority community, particularly among the girls as indicated in the following Tables 2, 3 & 4.

Table 2: Performance of Students at High Madrasah Examination

Year	Boys			Girls		
	Appeared	Passed	%	Appeared	Passed	%
1995	6839	3461	50.61	4445	2234	50.26
1996	6302	3215	51.02	4662	2577	55.28
1997	6737	3402	50.50	5268	2693	51.12
1998	7056	3785	53.64	5823	3319	57.00
1999	6892	3823	55.47	6298	3425	54.38
2000	7134	4275	59.92	6989	3941	56.39
2001	7494	4834	64.50	7673	4752	61.93
2002	7588	5008	66.00	8108	5062	62.43

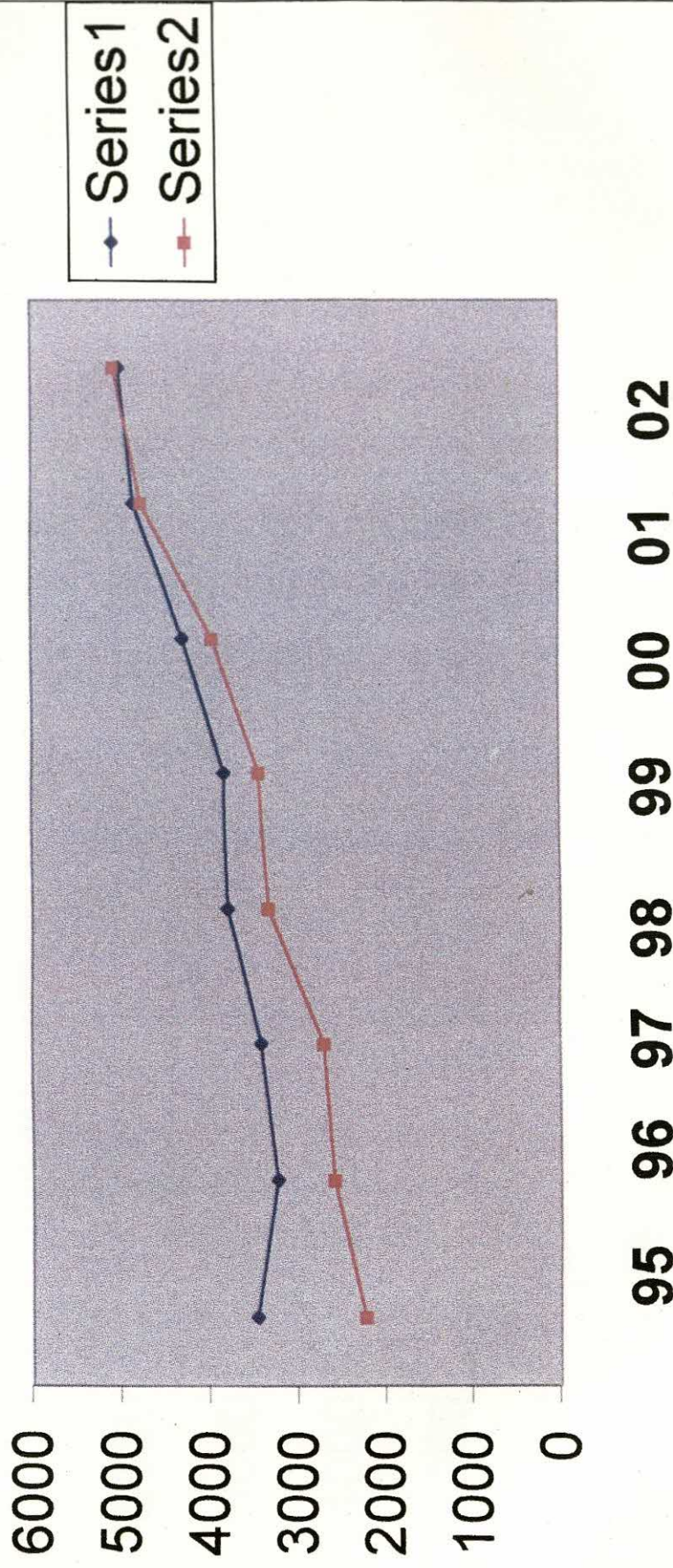
Table No. 3: Performance of students who passed High Madrasah, Alim, Fazil, Kamil & M.M. Examinations for the Years 1998-2002.

Year	High Madrasah	Alim	Fazil	Kamil	M.M.
1998	55.15%	64.97%	65.20%	80.76%	98.14%
1999	54.56%	63.90%	66.55%	70.00%	91.07%
2000	57.46%	62.80%	68.42%	68.42%	77.08%
2001	63.20%	67.90%	78.34%	72.45%	88.00%
2002	64.16%	65.61%	75.24%	83.96%	84.48%

Table 4(A): BOYS AND GIRLS WHO PASSED AT HIGH MADRASAH
EXAMINATION

HIGH MADRASAH YEARWISE BOYS & GIRLS PASSED

series1 = male, series2 = female



HIGH MADRASAH YEARWISE BOYS & GIRLS APPEARED

series1 = male, series2 = female

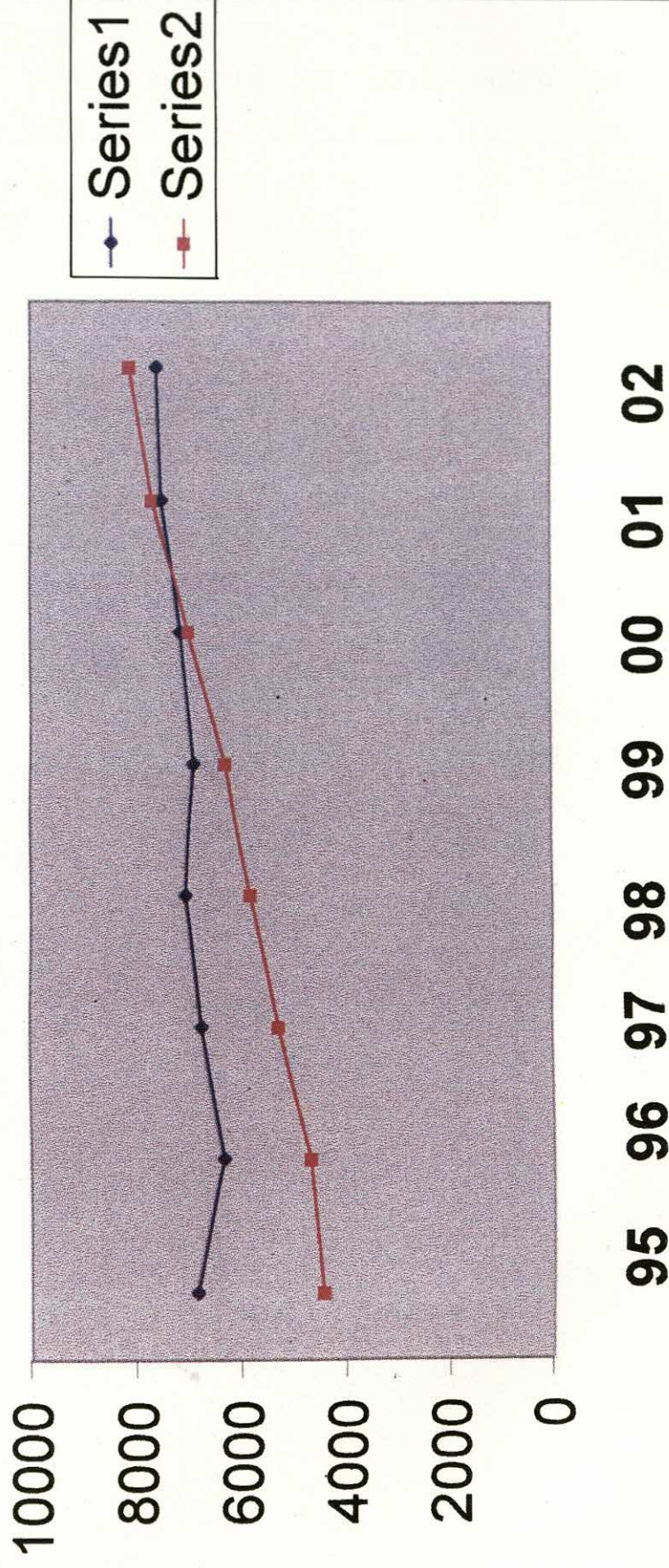


Table 4(B): BOYS AND GIRLS WHO APPEARED AT HIGH MADRASAH
EXAMINATION.

2.4 West Bengal Board of Madrasah Education (Terms of Reference Nos. 10 & 11)

2.4.1 West Bengal Board of Madrasah Education (WBBME) was given the status of a statutory autonomous body in April, 1995 on the basis of the West Bengal Board of Madrasah Education Act, 1994. Now that the Madrasah Board has been given the status of an autonomous body, it should be allowed to function with the same academic, administrative and financial powers as enjoyed by the West Bengal Board of Secondary Education, West Bengal Council of Higher Secondary Education and similar bodies in the State Government.

Madrasah Board has been established to promote education and awareness in the minority community of West Bengal which has lagged behind in all aspects of education and socio-economic development. Thus the responsibility of the Board will not only be just to manage all the Madrasahs under its control but also to make these institutions as centres of interest and attraction to the members of the minority community and inspire their confidence as a source for their advancement in the society. Viewed in this context, the Board has a special responsibility to discharge for which it should have adequate powers and resources.

The Committee feel that if Madrasah Board is given proper status and authority, it can function as an instrument of change by evolving a continuous process of improvement and modernisation of Madrasah Education creating social awareness and bringing about intellectual cohesion of the minority community with others in the country.

Framing of Rules and Regulations

2.4.2 The West Bengal Board of Madrasah Education Act was passed in 1994 but it is observed that all rules and regulations have not yet been framed. The Committee, therefore, suggest that immediate steps should be taken to rectify this deficiency.

The Service Regulations of the Madrasah Board should also be framed and notified early in the Gazette to enable the Board to discharge its full responsibilities.

Budgetary Provision and Financial Powers

- 2.4.3.1 The Committee understand that the Education Department have made budgetary provision of Rs.50.00 lakhs but the amount is not placed at the disposal of the Madrasah Board for making its own budget to utilise the grant on the basis of planned programmes. The grant is released arbitrarily on ad hoc basis from time to time for items sanctioned by the Education Department. During the last 5 years, Madrasah Board has received grant as shown in the following Table.

Table No. 5: Govt. Grants for West Bengal Board of Madrasah Education

		Rs.
1995-96	:	22,81,562/-
1996-97	:	28,19,230/-
1997-98	:	37,92,301/-
1998-99	:	27,68,612/-
1999-2000	:	25,83,381/-
2000-2001	:	29,50,517/-

- 2.4.3.2 As a statutory autonomous authority, the Board is entitled to have an approved annual budget of at least Rs. 1.5 crores on the basis of which it could plan its activities and programmes. Therefore, the Committee recommend that the entire budgetary grant should be made available to the Board on the basis of which it could plan its programmes. The Board should also have adequate financial powers so that it could function freely within the budgetary allocation.

- 2.4.3.3 The Madrasah Board is managing 507 Schools (Madrasahs) out of a total of about 11,000 schools (including Madrasahs) of the same level. Therefore, annual grant of Madrasah Board should be proportionate to its activities and responsibilities. Moreover, as explained above, Madrasah Board has a special responsibility in



providing education among the backward communities and undertaking special measures to attract them and bring the standards of their education at state and national levels through curricular and extracurricular activities. All these require additional resources. As against the inadequate annual grant for Madrasah Board, the essential expenditure of the Madrasah Board is around Rs.1.5 crores which is on account of holding of examinations and other works. The gap is met to some extent through examination fees from students but this is far from adequate. So the Madrasah Education Board has to cut down many activities some of which are essential for the promotion of education.

2.4.3.4 Since Madrasahs are schools of the level of Secondary and Higher Secondary Schools, all benefits which are available from agencies like SSA, SCERT, WBDPEP and UNICEF should be made available for capacity building and quality improvement of Madrasahs.

2.4.3.5 International organisations like UNICEF which have some schemes for assistance to Secondary Schools in the form of financial grant, supply of equipment and books for library may be informed by the Government that Madrasahs are also recognised Schools offering courses at par with High Schools and Higher Secondary Schools and therefore, necessary assistance may also be given to them.

2.4.3.6 The Committee are glad to note that steps are being taken to open consultations with UNICEF to undertake projects in respect of female education and child labour. The Committee consider it will be a move likely to strengthen the Madrasah Education through international exposure.

Infrastructure (Term of Reference No. 11)

2.4.4.1 The Committee note that the Madrasah Board does not have basic infrastructural facilities in terms of staff, equipment and accommodation although it has to manage 507 Madrasahs under its control from the point of view of their academic performance, standards, curricular and extracurricular activities, appointment of

examiners, conduct of examinations, evaluation and announcement of results. Therefore, the Committee suggest that the Madrasah Board may be provided with optimum infrastructural facilities including adequate qualified staff trained in modern office management techniques and methodologies.

2.4.4.2 In order to achieve high quality and efficiency in working, all office activities of the Board should be computerised.

2.4.4.3 The present accommodation of the Madrasah Board is not adequate. The Committee recommend that to cope with the load of work and to discharge the additional responsibilities because of the new programmes of work suggested by them, the construction work for having a new building for the Board in the Salt Lake area should be expedited.

Recognition and Upgradation of Madrasahs (Term of Reference No. 10)

2.4.5.1 Because of greater awareness of the importance of education, there is increasing demand for recognition and upgradation of Madrasahs and Schools. This is a healthy sign and reflects the Government policy to promote education. The Committee suggest that the Government may consider liberalisation of its recognition policy to meet the increasing demand for quality education. However, there are financial constraints due to which the Government may find it difficult to act in the matter as liberally as it would like to do. The Committee, therefore, recommend that the Government should consider delinking the issue of recognition from financial assistance so that there is liberal expansion of education on the basis of merits and demands. As far as financial assistance is concerned, it should be made available to the newly recognised Madrasahs to the extent possible so that recognition of Madrasahs is not withheld.

2.4.5.2 The Committee do realise that recognition is a matter for Government to decide, but they feel that before the Government takes a decision in the matter of recognition or upgradation of a Madrasah, the expertise of Madrasah Board should



be made full use of because as a Statutory Body, the Board concerned with the subject, is able to advise the Government in the light of its experience and in the perspective of expansion of education.

- 2.4.6 The Committee have examined the restructured courses of studies proposed by the Madrasah Board and approved them in principle. However, it is very necessary that these courses should be continually reviewed and revised by the Madrasah Board to keep pace with the changing requirements and advancement in the field of education and to make the courses at Senior Madrasahs, Junior and High Madrasahs at par with the State and national standards of education. Any changes or suggestions made in the field of education in the State and in the country should be duly considered by the Madrasah Board and, wherever necessary, incorporated in the corresponding Madrasah courses (Term of Reference No. 10).
- 2.4.7.1 The Committee consider that in order to maintain parity of the courses of studies of the Madrasah Board with the State Boards of Education and to maintain liaison between the two systems of education it is essential that Madrasah Board should be represented both in the West Bengal Board of Secondary and Council of Higher Secondary Education and in their Syllabus Committees.
- 2.4.7.2 Since selection of teachers is to be made on the basis of Panels both for Secondary Schools and Madrasahs, Madrasah Board should also be represented in the West Bengal School Service Commission (Term of Reference No. 10).
- 2.4.7.3 The Committee were informed that there are a large number of vacancies in teaching posts of Arabic, Persian and Urdu which remain unfilled because they have fallen under SC/ST quota and number of teachers in these subjects with requisite qualifications, belonging to these categories are not available. The Committee feel that keeping these posts unfilled for a long time, not only harms education but it also does not help the communities for which the jobs are reserved. Therefore, the Committee recommend that Government may take steps to fill such

posts with qualified candidates from general category and reserve an equal number of posts in the subjects for which qualified SC/ST candidates are available.

- 2.4.7.4 The Committee understand that in some Madrasahs the number of students is much larger than what is prescribed in the norms for which teachers are provided. The Committee recommend that to maintain standards of education there should be provisions for additional teachers, as it is done for Secondary and Higher Secondary Schools (Reference Item No. 10).
- 2.4.8 Teaching children in Schools is a specialised job. Therefore, the teachers who do not have B.Ed. qualifications should be given opportunities to complete B.Ed. course. There should also be in-service training programmes in modern educational technology through workshops and refresher courses (Term of Reference No. 10).
- 2.4.9 The Committee recommend that for improving quality in teaching and learning and accountability of teachers, the inspection system should be revived and restructured including involvement of retired teachers, members from VEC, BLRC and DLRC (Term of Reference No. 10).
- 2.4.10 It should be the special responsibility of the Madrasah Board to see that the text books which are adopted for Madrasahs should be easily available at reasonable prices. Therefore, wherever syllabi of the State Boards of Examinations are common, the same textbooks should be adopted. For the courses of studies for which textbooks are not available, Madrasah Board should itself prepare the textbooks and get them printed by the School Education Directorate.
- 2.4.11 The Committee recommend that Library services of each Madrasah, which are at present very poor, should be strengthened with purchase of latest books, magazines, periodicals/journals and equipments. Alternatively mobile Libraries should be arranged between groups of Madrasahs.

Non-inclusion of West Bengal Board of Madrasah Education in the Central List of Accredited Boards and Institutions.

- 2.4.12** The Committee urge the State Government to take positive step so that WBBME is included in the Central List of Accredited Boards and Institutions because the curriculum and syllabus of Madrasahs under the control of the Board are being made comparable and equivalent to those of State Boards of Education. This would help students of Madrasah Education system to seek jobs or admission in other academic institutions in the country.

Hooghly Madrasah

- 2.4.13** Though Hooghly Madrasah is the only Government owned school level Madrasah, it will be in the interest of this Institution that the supervision of the educational programmes, postings, transfers and management is delegated to the West Bengal Board of Madrasah Education so that Hooghly Madrasah could function and develop as other Madrasahs and any deficiencies in the staff and equipment could be made up expeditiously.

2.5 Calcutta Madrasah (MADRASAH ALIA) (Terms of Reference Nos. 3, 4, 5, 6 7 & 8)

- 2.5.1** The Calcutta Madrasah was the first educational institution set up in 1780 by the East India Company for the training of administrative personnel, specially the Munsifs for their expanding empire. It is important to note that apart from courses on Islamic studies, other educational programmes like medical education were also started in Calcutta Madrasah. However, in later years it remained to be a theology-based education centre. After Independence, at the instance of Maulana Abul Kalam Azad this institution was designed to teach Islamic studies at graduate and post-graduate levels with Kamil and Mumtazul Muhaddethin (M.M.) courses.

The Committee feel that the Calcutta Madrasah which is a part of the Department of Higher Education may continue teaching of Islamic studies on modern lines after restructuring the courses and modernising the syllabus, as suggested below.

The Committee also recommend that a Section of Calcutta Madrasah dealing with Islamic studies may be named as Maulana Azad Institute of Islamic Studies. The Committee further recommend that there should also be a strong Centre for advanced studies and research in Humanities and Social Sciences so that scholars of Islamic studies could also study these subjects and interact with the scholars of modern Economics, History, Sociology and Philosophy in a productive and meaningful way. Thus the Maulana Azad Institute of Islamic Studies will provide a leadership role in Islamic studies and related social sciences in Eastern India and contribute to modernisation of society as a continuing process. The Institutes of Islamic studies at Jamia Millia Islamia and Aligarh Muslim University are making valuable contributions in bringing forth various aspects of Islam in the present economic and social context but there is no such institution in this respect in Eastern India. Therefore, Calcutta Madrasah can fill up the gap and along with teaching of related modern subjects assume the role of an important integrated Centre for Islamic studies in the modern context and be a source of creating better knowledge and understanding of Islam.

In the above context, the Committee recommend that Calcutta Madrasah should be reorganised as an integrated Institution of higher studies and research under the Department of Higher Education, Govt. of West Bengal and consist of the following :-

1. **Maulana Abul Kalam Azad Institute of Islamic Studies:** –Maulana Abul Kalam Azad Institute of Islamic Studies may continue conducting courses on Islamic studies leading to graduate (Kamil) and post-graduate (MM) degrees but the courses should be modified as recommended in Item 2.2 dealing with Senior Madrasahs. Thus the Kamil course should be restructured to provide for studies at par with B.A. (Honours) Course of 3

years duration of Calcutta University. M.M.. Course, equivalent to M.A., should continue to be of two years duration with more intensive and specialised knowledge (Term of Reference No. 6).

2. **Faculty of Social Sciences** – The Committee feel that teaching in advanced studies in Economic, Political Science, History, Philosophy and Sociology is very important for broader understanding of the problems of society. Therefore, students of Islamic studies will also have an opportunity to study these subjects for better understanding of Islamic studies in the modern society. This will also provide an opportunity for scholars of Islamic studies to interact with social scientists in a meaningful way.
3. **School of Modern Languages and Literature** – For the students of Islamic studies the classical Arabic language is most important but at the same time they should learn modern and spoken Arabic language and literature so that they can interact with the Arab countries in their scholastic and professional pursuits.

Today, Arabic is an important language because of increasing trade, commerce, banking and industrial contacts and contracts between India and Arab countries. Therefore, Arabic knowing Indians, specially those who also have knowledge of English are in great demand for employment in Arab countries. There are thirty five (35) Arab countries with which India has diplomatic relations and, therefore, their Missions need people who can act as translators and interpreters. Besides, there are banks and business houses who need Arabic speaking people. These hold out considerable scope for employment of Arabic knowing Madrasah graduates.

In addition to teaching Arabic, Persian and English, the School should also teach some European languages like German and French and some Asian

languages like Japanese and Chinese and also languages of countries with which we are having increasing trade, commerce and cultural relations.

In India, there are only two Centres i.e. at Hyderabad and at JNU in Delhi for teaching foreign languages, with emphasis on modern spoken foreign languages with correct accent, phonetic and idiomatic expression. There is no such Centre in Eastern India. Therefore, Calcutta Madrasah should have such a Centre equipped with a language laboratory for training and practice offering a 3 year degree course and 2 year M.A. course on the pattern followed by Jawaharlal Nehru University, Delhi.

4. **Institute of Mass Communication & Journalism** – The Eastern region needs a good school of Mass Communication and Journalism so that graduates and post-graduates find useful employment opportunities in the expanding areas of Press, T.V., Radio and other aspects of Information Technology and Public Relations. It is recommended that Calcutta Madrasah should have a 3 year course on Journalism patterned on the basis of the course offered by the Institute of Mass Communication and Journalism of the Ministry of Information & Broadcasting in Delhi and a one year course of T.V. Journalism on the pattern of Jamia Millia Islamia, Delhi.
5. **Faculty of Education and Modern Educational Technology** – In recent years there have been rapid changes in methods of education with the use of electronic media and Information Technology in imparting education. This will include not only the modernised B.Ed. and M.Ed. programmes and in-service training centres for teachers of Arabic and Islamic studies but also the use of audio-visual methods of education, computer based education, distance education with the use of electronic media and computer systems. Advanced training and research in these areas using regional languages is necessary if we have to go in for mass education programmes such as literacy and general awareness programmes.

6. **Computer Centre**—Teaching of courses at Calcutta Madrasah should make use of computers with internet facilities. Therefore, there should be a Department of Computer Science with a Website as an essential ingredient of modern education (Term of Reference No. 5).

The above programmes suggested for the reorientation of Calcutta Madrasah as a Centre of higher learning and research not only in Islamic studies but also in humanities and social sciences, in addition to the new and emerging areas of studies which are important for the development of Eastern region – such as the school of modern languages, school of mass communication and journalism and school of modern education technology – will give a distinctive character to Calcutta Madrasah. This will open out great prospects for the products of this Institution in getting useful employment and also contribute in the advancement of the region as a whole.

- 2.5.2 The Committee recommend that to start with, Calcutta Madrasah should be recognised as an autonomous Institution of higher education, with advanced studies in graduate and post-graduate degrees and Ph.D. programmes. The Institution should be affiliated to one of the Universities in West Bengal preferably located in Kolkata. This will help Calcutta Madrasah to introduce innovative programmes, frame its own courses of studies and conduct examinations for award of degrees by the University to which it may be affiliated.

- 2.5.3 The Committee also feel that when Calcutta Madrasah has fully developed as an Institute of higher learning with its distinctive programmes and character on the lines suggested above, Government may consider upgrading the autonomous Calcutta Madrasah as a deemed University in order to further expand its scope for conducting successful innovative programmes and activities.

2.5.4 **Management Pattern of Calcutta Madrasah (Term of Reference No. 3) –**

- 2.5.4.1 Calcutta Madrasah should be managed by the Department of Higher Education as an autonomous College affiliated to a University to award Graduate and Post-Graduate degrees. Therefore, like other autonomous academic Institutions, Calcutta Madrasah should have an Executive Council supported by an Academic Council and Board of Studies for its constituent units named as Institutes, Departments and Schools of Specialised Studies under the guidance of a Director.
- 2.5.4.2 The Director should be an eminent scholar with wide vision and administrative ability and have powers and functions similar to those of a Chief Executive of an autonomous Organisation.
- 2.5.4.3 As an autonomous Organisation, Calcutta Madrasah should have its own budget with necessary financial powers, rules and regulations.
- 2.5.4.4 Since it is an Institution of higher learning, similar to a post-graduate college and a research institute, consisting of Professors, Readers and lecturers, staffing pattern should be the same as for the Universities and Institutions of higher learning.
- 2.5.4.5 The criteria of qualifications, experience, attainments, pay scales and conditions of service of the teaching staff should be the same as for the Post-Graduate Colleges and Universities in West Bengal. All posts of Calcutta Madrasah should be filled in the same way as for the Universities through open advertisement.
- 2.5.5 As for the existing staff including Assistant Maulavis, they may be considered on the basis of their merits along with the new applicants and if selected, absorbed in the regular service. As regards those, who do not qualify for selection, may be absorbed in the posts available in Madrasahs or in other Departments of the Government of West Bengal. Those, who cannot be accommodated, may continue in their existing posts and their pay scales and grades may be reviewed sympathetically, keeping in view their qualifications and experience (Term of Reference No. 4).

2.5.6 **Accommodation**

The Committee consider that taking into account the historic role of Calcutta Madrasah and its new role as an integrated Centre of higher education and research in important academic and applied areas of knowledge and professions it will be necessary for Calcutta Madrasah to have a campus of its own. Therefore, the entire Calcutta Madrasah complex with its building should be given back to its Management and the existing schools and offices on the campus be shifted to new locations.

2.5.7 **Management Pattern of Elliot Hostel (Term of Reference No. 8)**

At present, the Elliot Hostel houses the students from several institutions in addition to those of Calcutta Madrasah. The Committee recommend that since the reorganised Calcutta Madrasah with several constituent units of higher education and research will require large hostel accommodation for its students and research scholars, Elliot Hostel should be transferred to the control and management of Calcutta Madrasah.

2.6 **General Recommendations** (Term of Reference No. 10)

Madrasah Education Committees

- 2.6.1.1 The Committee feel that the Madrasahs which serve backward communities require constructive programmes for the promotion of educational activities on a continuing basis. For this purpose each Madrasah should have a Madrasah Education Committee and a Co-ordination Committee for a District/Group of Madrasahs which will organise curricular and extra-curricular activities. The functions of these Committees should be as follows:-

- (i) Creation of awareness and interest in the backward communities for education through personal contact and holding seminars and special functions;
- (ii) Proper counselling to the students and their parents and holding special coaching classes to remedy the weaknesses and shortcomings in particular subjects so that the students can keep up with the class and get interested in pursuing studies. This should reduce the present rate of drop outs which is now about 70% at the middle level and of this 40% at the Secondary level and again 40% of this at the Higher Secondary level;
- (iii) Holding special coaching and tutorial classes for competitive examinations to seek admission to prestigious institutions for courses in medicine, engineering, commerce, science & technology and also for competitive examinations for jobs and services at state and national levels.
- (iv) To hold regular debates, group discussions, quiz and essay competitions to help improve personality and articulation and generate self-confidence and qualities of leadership;
- (v) To organise games and athletic programmes to improve health, promote discipline, spirit of cooperation as members of the team and a desire to excel through competitive games. The sports and games should be considered as an essential ingredient of good Madrasah education.

2.6.1.2

It should be the responsibility of the Co-ordination Committee to review performance of the Madrasahs in the area/district in terms of their above curricular and extra-curricular activities and to monitor performance of students in tests and examinations and take necessary remedial measures for improvements. Success of both students and teachers in the above curricular and extra-curricular activities should be recognised through grant of incentives in the form of award of prizes, granting incentives and career promotion for teachers.

Vocational Education in Madrasah

2.6.2.1

The real purpose of education is not only to help young men to develop their intellectual qualities for creative thinking and productivity so that every individual becomes a useful member of the society. Somehow our education system has lagged behind in this aspect leading to increasing educated unemployment. This is high time that we make use of India's large man-power for productive work to usher in a prosperous society. The Committee feel that while reviewing Madrasah Education for modernisation we should also draw attention of the Government for linking educational programmes with vocational training and employment.

2.6.2.2

Today there is a high incidence of school drop outs which is about 70% at the middle level and of this 40%, at the lower Secondary level and further 40% at the Higher Secondary level. This is because the present education system has not been able to offer adequate opportunities for vocational education and training at various levels. There are few alternatives available to the students who are not interested in pursuing further studies after Class VIII, Class X and Class XII. There have been several National and State Committees and Commissions including Asoke Mitra Commission(1992) set up by the Government of West Bengal, which have pointed out this malaise in the field of education. But the imbalance has not yet been rectified. Therefore, in the present context of increasing unemployment this issue requires in-depth examination with a view to resolve the serious problem of educated unemployment.

2.6.2.3

The Committee suggest that the Madrasah Board should be enabled to do something in the matter even though to a limited extent through the aforesaid Madrasah Education Committees by way of counselling in career planning and arranging extension lectures on vocational opportunities. They may help the students join appropriate vocational training institutes and arrange for short-term attachment with factories and institutions in the neighbourhood for initial exposure to the respective vocations and on the job training in traditional crafts in Urban areas. Courses in fisheries, horticulture, animal husbandry and Agricultural operations can be introduced in Madrasahs, as part of curricular or extra-curricular

programmes to provide basic knowledge so that the students coming from Rural areas could do better in these traditional occupations and make a success.

In this connection, the Committee would like to draw the attention of the Govt. of West Bengal to the Report of Dr. S. M. Chatterjee, ex-Director, Directorate of Technical Education, Govt. of West Bengal, which listed a large number of vocational areas to be chosen by the young men and women depending upon their own interest and scope for success in the profession.

2.6.2.4 The country needs a large trained workforce for agriculture, fisheries, horticulture and rural crafts, buildings and civil construction work, unskilled and skilled industrial vocations, electrical and mechanical crafts, weaving, tailoring, shipping, and transport, accounts, commerce, and business in urban areas. If schools and Madrasahs are provided with adequate facilities for education and basic training for their students in these areas, they are bound to get useful employment in these areas or go for self-employment. Therefore, vocational and technical education should be an integral part of educational planning and development.

2.6.2.5 The Committee feel that, to start with, as an experimental measure some schools and Madrasahs may be allowed to offer some vocational courses relevant to the area in which the particular School/Madrasah is located, as one of the optional subjects. The course should provide scientific knowledge and basic understanding of the subject with practical training in the field or the workshop. Thus, when the students with such background join the profession, not only they will have higher productivity but also much wider vision for expansion as also further development as compared to those who have been traditionally on the job and thus contribute to the increased production and prosperity in the area.

2.6.2.6 For the State of West Bengal with high density of population and a background of industrial past, rich agriculture, horticulture and fishery resources, it is all the more important that Madrasah Board should pay adequate attention to vocational and technical education and training so that all young men in the State could be

engaged in productive employment and make the economy of the State vibrant and prosperous.

Open School and Distant Education

2.6.3

Students belonging to weaker sections of society are usually bread earners of their families. Therefore, they give up their studies at early stage to take up jobs in spite of their desire to pursue further studies to improve their career prospects. Hence, there should be provision for non-formal educational programmes which do not require attending regular classes, but which can be followed to enhance their employment prospects. Two such programmes are – (I) Distant Education Programme; and (2) Open School System. The Committee are glad to note that Open Schools in the form of Rabindra Mukto Vidyalays are being set up all over the State. This will extend educational opportunities to all on a wider scale and wage earners and in-service people will greatly benefit from this scheme. The Committee understand that the Madrasah Board has submitted a proposal to the State Government for collaboration in the programme so that facilities of the Madrasah staff, equipment and building could also be utilised and the areas served by the Madrasahs could also get the benefit of SSA Scheme for expansion of education. The Committee strongly recommend that the Government may accept this proposal.

Abbreviations

● WBBME	West Bengal Board of Madrasah Education
● WBBSE	West Bengal Board of Secondary Education
● WBCHSE	West Bengal Council of Higher Secondary Education
● RMB	Rabindra Mukta Vidyalaya
● WBDPEP	West Bengal District Primary Education Programme
● UNSECO	United Nations' Educational, Scientific and Cultural Organisation
● M.M.	Momtazul Muhaddethin
● SCERT	State Council of Educational, Research and Training
● SSA	Sarva Siksha Abhiyan
● D.I.	The District Inspector of Schools.
● Pry.	Primary
● S.E.	Secondary Education
● NGO	Non-Government Organisation
● TLM	Teaching-Learning Materials
● P.S.	Police Station
● BDO	Block Development Officer
● Sr. Madrasah	Senior Madrasah
● H.M.	High Madrasah
● D.P.I.	Director of Public Instruction
● GER	Gross Enrolment Ratio
● NER	Net Enrolment Ratio
● J.N.U.	Jawaharlal Nehru University
● S.S.K.	Sishu Siksha Kendra
● V.E.C.	Village Education Committee
● B.L.R.C.	Block Level Resource Centre
● D.L.R.C.	District Level Resource Centre
● M.S.K.	Madhyamik Siksha Kendra

REPORT
OF THE
MADRASAH EDUCATION
COMMITTEE
WEST BENGAL

2002

PART-II

GOVERNMENT OF WEST BENGAL
KOLKATA

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List of Abbreviations

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- D.P.I. : Director of Public Instruction
- GER : Gross Enrolment Ratio
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- J.N.U. : Jawaharlal Nehru University.

Report of the Madrasah Education Committee, West Bengal

CHAPTER - I INTRODUCTORY

Part - I

PREAMBLE, TERMS OF REFERENCE AND WORKING OF THE COMMITTEE

1.1. Appointment of the Committee.

1.1.1. The Madrasah Education Committee was appointed by the Government of West Bengal in terms of Memorandum No 53-CMS dated Kolkata, 5th March, 2001 and Notification No., 508-SE(S)/5M-6/2001 dated Kolkata, 23rd April, 2002 and having completed its work, presents the following Report based on wider deliberations.

1.1.2. The Government of West Bengal, in their Memorandum quoted above stated that the State Government, for some time past, have been considering it necessary to bring about an overall improvement of Madrasah Education in the State. The Committee will review and examine all the aspects relating to the improvement of Madrasah Education.

1.1.3. The Committee appointed by the Government of West Bengal consisted of the following:

1. Prof. A. R. Kidwai, M.P.
Renowned Educationist and Ex-Governor of
Bihar and West Bengal,
AB-15, Pandara Road, New Delhi-110003.....Chairman
2. Mr. Justice K. M. Yusuf
Chairman, West Bengal Minorities' Commission, and
Ex-Judge, Calcutta High Court
4C North Range, Kolkata-700017 Vice-Chairman

3. Dr. Abdus Sattar
President, West Bengal Board of
Madrasah Education, 19 Haji Md.
Mohsin Square, Kolkata-700016 Member
4. Prof. Md. Rahatullah (Since deceased)
Department of Arabic and Persian,
Calcutta University. Member
5. Prof. Md. Refatullah
Ex-Director, State Council of
Educational Research and Training, West Bengal
AC 38/5, Salt Lake, Sector-I,
Kolkata - 700064. Member
6. Dr. Md. Kamaruzzaman,
Principal, Bashirhat College,
North 24-Parganas, West Bengal Member
7. Dr. Shamsul Alam, WBES
Secretary, West Bengal Board of
Madrasah Education,
19 Haji Md. Mohsin Square,
Kolkata-700016 Member Secretary

1.2. The Terms of Reference of the Committee be as follows :-

To suggest overall improvements of Madrasah Education in West Bengal.
The issues on which the Committee will make recommendations will also
include the following :

1. To examine and define the scope of the Senior Madrasah Education System in the context of the present social and economic scenario.
2. To study the present system of education imparted through Senior Madrasahs in the State and to suggest re-orientation of syllabii and curricula of Madrasah Education at all levels in keeping with the modern trends of education.
3. To determine the status of Calcutta Madrasah and its management pattern.
4. To determine the pay-scales, qualifications and status of Assistant Moulavis of Calcutta Madrasah.

5. To examine the possibility of introduction of general courses of study including Computer and Internet training in Calcutta Madrasah in addition to theological studies.
6. To examine the scope of activities of the proposed Centre for research in Arabic, Persian and Islamic studies to be set up at Calcutta Madrasah.
7. To examine the possibility of the establishment of an In-service Training Centre for teachers of Arabic and Theological subjects.
8. To review the management pattern of Elliot Hostel.
9. To suggest measures, if any, for improvement of High Madrasah Education which is already modernised.
10. To review the existing appointment procedures of teachers, recognition process of the Madrasahs, academic standard of Madrasahs and examination systems at all levels, if necessary.
11. To suggest measures to strengthen the infrastructure of the West Bengal Board of Madrasah Education.

1.3 Itinery

Soon after its inauguration, the Committee met in Kolkata and considered the scope of its functions with reference to the terms under which it was constituted, the manner in which it was to discharge its responsibilities, the extent to which, it would be necessary for the Committee to collect public opinion from intellectuals, experts, associations, teachers, students, educational administrators and other common public all over the State. It also prepared limited tour programmes as was possible within first six months and then during the extension periods to visit High Madrasahs, Junior Madrasahs, Senior Madrasahs spread over some districts. Calcutta Madrasah and Hooghly Govt. Madrasah. The Committee regrets that due to the short period of time at its disposal it could not draw up comprehensive tour programmes which could have provided with more problems, suggestions and view points. However, the advertisement of the Terms of Reference through daily newspapers for elicitation of opinions have compensated such loss. We convey our sincere thanks to all concerned for extending their co-operation in this regard.

1.4 **Working of the Committee :**

Immediately after publication of the Memoranda and the Notification on

the consitution of the Madrasah Education Committee by the Chief Minister's Secratariat the Chairman, Dr. A.R. Kidwai, M.P., the distinguished educationist and the Ex-Governor of Bihar and West Bengal, contacted the Hon'ble Chief Minister and thanked him for taking such initiative for effecting some desired changes in the Madrasah Education system. That important conversation may be said to have inaugurated the functioning of this Committee. The Chairman also sent detailed advice and instructions to the Member-Secretary to start with. He also came to Kolkata and paid official visit to Hon'ble Chief Minister, Hon'ble Education Ministers (Higher and School and Madrasah Education), Hon'ble Minister for Youth and Minority Development and Welfare, Minister for Labour Department and Chairman, W.B. Minorities' Commission. The Chairman invited and discussed with Vice-Chancellors of State Universities, Vice-Chairman, West Bengal State Council of Higher Education, Presidents/Chairman, State Boards and Rabindra Mukta Vidyalaya, Political leaders, M.P./ MLA/ Board's members, representatives of Teachers' Associations and Madrasah Students' Union and many leading intellectuals, administrators, academicians. He received the written Memoranda from different quarters, met the press and gave the detail programmes to be followed during the intervening period. Altogether the Chairman had six meetings with the Committee Members in Kolkata. Also the President of the Board, the then Director SCERT, West Bengal and the Member-Secretary paid visits to New Delhi to have discussions with the Chariman in connection with their visit to Aligarh Muslim University, Jamia Millia Islamia and Jamia Hamdard, New Delhi and also for chalking out future programmes of actions.

- 1.4.1 The Committee Members also sat for consultations among them selves for more than 20 days consecutively keeping close contact with the Chairman of the Committee. In the meantime the Chairman of the West Bengal Minorities' Commission Mr. Justice K.M. Yusuf had been included in the Committee as Vice-Chairman. It is fare to say that the progress of work of the Committee had been accelerated with the induction of the Mr. Justice Yusuf. The Committee Members along with the Vice-Chairman paid a visit to New Delhi from July 19-21, 2002 to finalise the format of the Report and the broad recommendations. The discussion was quite fruitful.
- 1.5 Initially the Committee was appointed for submitting report to the State Government vide the Memoranda No. 53 CMS dt. 5.03.01 within a period of six months i.e. within 4-09-01. But later the term of the Committee had been extended four times vide G.O. No. 1545-SE(S) dt. 5.9.01 for

next six months, G.O. No. 234-SE(S) dt. 5.3.02 for 4 months, Notification No. 888-SE(S)/SM-6 dt. 3/7/02 for only 27 days, and finally by Notification No. _____ dt. _____ time 31st August, 2002. The State Government be thanked for the generosity and keen interest shown for the Committee work and allowing the Committee to finalise its recommendations through this Report. Throughout its tenure the Government assisted the Committee in discharging its functions in various ways. The sanction of fund by the State Government had made the functioning of the Committee less hazardous and more convincing. Out of Rs. 5,10,000=00 an amount of Rs. 3,50,000=00 has been initially sanctioned for meeting in essential activities.

1.6 Procedures of Work :

The Chairman and the Members of the Committee upon intimation from the State Government through necessary Government order, drew up detailed programme of actions so that that the submission of the said Report can be completed within the specific time. The procedures adopted were :

- i) Meeting with Committee Members and continuing deliberations on the Terms of Reference;
- ii) Inviting Vice-Chancellor of State Universities, Presidents/Chairman of State Boards, intellectuals, Experts, Administrators, interested persons, Teachers' Associations, Students' Associations and teachers from Senior, Junior, High and Calcutta Madrasah for broader review of Madrasah Education and eliciting the parametres of desirable suggestions.
- iii) Visits to different Senior, Junior and High Madrasahs, Hooghly Madrasah and Calcutta Madrasah to review the actual State of affairs in all these Madrasahs. The visiting team also inspected the actual classroom situations, held consultations with the teachers, students and Head Teachers on the need for reforms and further improvements. The Vice-Chairman Mr. Justice K. M. Yusuf, Dr. Abdus Sattar, Member & President, West Bengal Board of Madrasah Education and Prof. Md. Refatullah, the then Director, SCERT, West Bengal & Member participated actively during these visits. Needless to say, these grassroot visits enriched them in many ways to decide on the actions to be taken for the future improvement of Madrasah Education.

- iv) Also the Committee, for wider publicity and awareness among the public on Medrasah Education problems, published public advertisement through leading daily newspapers in Bengali, English and Urdu (Appendices-D) and requested them to submit their opinions and suggestions on the basis of the Terms of References to the Member-Secretary, Madrasah Education Committee, West Bengal. The response was satisfactory and the Committee has been highly benefitted by their valued opinions and suggestions. The Committee extends, as such, its gratefulness for such generous responses from the common public.

1.7 Our general observation on our visits to institutions in and outside West Bengal under the wise advice from the Chairman of the Madrasah Education Committee, West Bengal are as follows :

- i) There should be a Centre of Higher Learning with multifaced educational programmes on lines of Aligarh Muslim University or Jamia Milia Islamia, New Delhi which can meet the educational and vocational needs and absorb the multifarious academic problems of the Minority groups; some parallel courses of studies are to be introduced. A Deemed University status for Calcutta Madrasah can be the only solution.
- ii) Madrasah Education System, particularly Senior Madrasah education, needs total reorientation and restructuring depending upon the necessities of the minority community. Only theoretical orientation cannot meet the aspirations of the growing student population. The existing academic programmes are too bookish and theoretical and do not cater to the needs of higher studies and employment avenues. Moreover, it fails to attract the quality students and the classroom is huddled with poor and backward groups. Quality as a concept and achievement are not up to the mark.
- iii) Vocational and technical components are to be immediately introduced at the Madrasah level. This is very vital for the students who are coming from the houses of 'First Generation Learners' and positive steps should be taken up without further delay.
- iv) That the curriculum and syllabus of Senior Madrasah system should have equivalence to the mainstream system like the Higher Secondary, Undergraduate and Post-Graduate level. It should be so framed that these degrees should be equivalent to state and national standard

and be recognised for service organisation in the state and the country.

- v) An examining Body has to be developed for conducting examinations and publishing results for the existing Kamil and M.M. degrees.
- vi) The quality of Junior and High Madrasahs, apart from Senior Madrasahs, is very poor and competitively inferior for majority of students. The standard of teaching-learning is not satisfactory as the provision for inservice orientation / workshop for teachers is dismally lacking. It has been observed that almost all inservice teachers, except 10% to 12%, have not been exposed to such periodical training or workshops. The Board also had no such financial provisions for organising such activities. The bare fact is that 99 per cent of Madrasahs are situated in remote and backward areas and the teachers have been following their self-conceived or very traditional teaching learning processes. Even two or three Calcutta based Madrasahs are not exception to the same backwardness. The Government should have to think about the ways and means to come out of this dark syndrome of backwardness in quality. No one was there either from the Board or from the district Administration to infuse vitality among the teachers or to help to create environment congenial to proper academic upliftment. The Committee feels that the Madrasah should produce quality students and the only way for it is to develop qualitative and comparable academic programmes almost at all levels. Frequent inspections and periodical inservice orientations are the need of the hour.
- vii) The number of girls' students at the High Madrasah level are on the increase and they have far exceeded the number of boys. Some additional vocational programmes may be introduced for girls. More Madrasahs for girls are to be set up. An opposite picture is seen at the Alim Final level. Programmes should be so designed as to attract more girls for Senior Madrasah education system.
- viii) The Calcutta Madrasah is also plagued with multifarious problems. A very special and urgent measures are necessary to stem the rot. Placement of a Principal or an Administrator with special powers is to be made by the Higher Education Department without delay. It is long overdue but no attention has been paid.
- ix) The West Bengal Board of Madrasah Education had no adequate

infrastructural and financial resources to combat the drowning Madrasah system. Mostly it is a helpless organisation. Some positive steps are to be taken up by the State Government to solve this problem and to break the isolation of Madrasahs from the WBBME.

- x) The infrastructural facilities of all Madrasahs and hostel accommodation of Hooghly Madrasah are very poor to accommodate quality students. Residential facility, where it exists, should be improved on a priority basis.
- xi) Reallotment of marks and weightage stage-wise and subject-wise are to be done in the Madrasah Education System as per the comparability with and equivalence to the parallel stages of the WBBSE, WBCHSE and Higher levels of education.
- xii) An institution like Centre of Advanced Studies may be created by the State Government in the Calcutta Madrasah to promote researches, innovations and quality learning. It can organise courses like spoken Arabic, Spoken Urdu, translation from English to Arabic and vice versa, Extension Lectures on thematic, socio-economic and cultural aspects of the society, the nation and the world.

1.8 Needless to say that the appointment of the Committee at this stage has been very significant. The last initiative taken by the Government to reform Madrasah Education was in 1978 when a Committee on Senior Madrasah Education was appointed under the chairmanship of Prof. Mustafa Bin Quasim the then President of the Board. That Committee submitted its Report in 1982.

1.9 Almost twenty years have elapsed since the recommendations of the Review Committee have been introduced in Senior Madrasah and High Madrasah Education. So many changes have taken place during this period in society, economy, education and in the total perspective of life and living.

1.10 In the meantime the State Government appointed the Education in 1992 which pointed out deficiencies of Madrasah Education and the Board of Madrasah Education.

1.11 West Bengal stands at the cross-road today. Emphasis for modernization and reformulation of the total Madrasah and school education has, now, been the catchword of the State. At every step there are demands for changes. The successful implementation of the Lands Reforms Movement,

Literacy Movement and the Panchayati Raj and the vigorous wave for industrialisation, Technical and Engineering education have created a fertile base at the social, mental and economic levels from where we have to take off with determined will to break up the blocks on the road for effecting scientific, democratic and optimum reforms at par with the demands of the 21st century.

It is true that the changes that have taken place since 1977 in the educational scene in the State, and most particularly in the field of Madrasah Education are striking in more than one ways. The security of service and payment of salary of all teachers including Madrasah teachers had been secured. The West Bengal Board of Madrasah Education has been given Autonomous Status by the Legislative Act. The Alim Courses had been modernised and the Alim Examination had been made equivalent to Madhyamik Examination. Many Junior Madrasahs had been upgraded and similarly High Madrasahs, into H.S. Madrasahs. Financial grants have been increased enormously since 1977.

- 1.12 We have entered into the 21st Century with its hopes and tensions, with its knowledge explosion and predominance of science and technology. The UNESCO Commission on Education for 21st Century visualises and emphasizes for 'learning society', quality education, better citizen, better institutions (madrasahs), better teacher and better and peaceful world free from poverty, exploitation, hunger, war, epidemic and infectious diseases. Child labour and optimum distribution of world's resources, better child, women and adult education and women - child empowerment. The world has become a 'Global village' with its accompanying tensions converging - conflicting with local, traditional, individual, societal and national values, cultures, attitudes and beliefs. The WTO, liberalisation, privatisation and globalisation with their negative impacts on every aspect of national life of the Developing Countries have made life and education more competitive, more vulnerable and more destructive for the poor and the unprivileged sections of population. Education has been divided into education for the rich and education for the poor and it is the poor and the backwards who become the real victims.

Moreover, the fundamental constitutional goals of secularism, socialism and democracy have come under vigorous attack and this has generated a tense atmosphere shocking the very root of India's cultural diversity.

- 1.13 Life in the coming decades is likely to bring new tensions together with

many opportunities with its knowledge explosion, predominance of science and technology. To enable the people to combat the evils and to reap benefit in the new environment will require new designs of Human Resource Development. The new generations will have to be imbued with a strong commitment to national, humane, democratic and social values. All this implies better education. Moreover, a variety of new challenges, vocational & employment problems make it imperative for the State Government to formulate and implement a new educational direction for Madrasah Education System. Nothing short of this will meet the situation.

- 1.13 We too believe, like all great thinkers, that education creates consciousness and mental alertness, can take society and social people high above dogmatism, superstition, social aloofness and can create positive attitudes towards family welfare, population growth, environment, nationalism, democratic-secularistic temperament and love for scientific and modern outlook for life. It is the right and quality education that generates in the people the idea that education is a unique investment in life and that family, a society and an individual is saved, nurtured, sublimated and placed in a stable and secure position through quality education. The present Indian educational scene does not need a rigid, a fanatic or destruction of the historic pluralistic ethos but a happy blending of the best of all cultures and faiths. A man with All-India faith, belief and actions is what we need in India and West Bengal to-day. Madrasahs had glorious records of participation in the Indian freedom struggle in the past. Today's Madrasahs will be made a true successors of that national temperament we believe.
- 1.14 A stage has come now to look into the total review of the entire field of Madrasah education so that the Madrasah System of Education is able to promote its unique socio-cultural identity vis-a-vis to interact well with the mainstream of general education. There are moments in history when a new direction has to be given to an age old processes. The stage has come.

Part - II

Madrasah and Madrasah Education as we visualize it

- 1.15 In all the following chapters we have tried to highlight status studies of all sectors of Madrasah Education vis-a-vis the mainstream systems of education at the Secondary, Higher Secondary, Under-Graduate and Post-

Graduate level. There are also attempts to analyse the different issues and problems and to suggest optimum measures which we think, will be suitable to modernise the Madrasah System of Education and to meet the needs of the aspiring students, teachers and guardians. Here in the following chapters it has been our utmost endeavor to show the proposition that Madrasah Education System, though sometimes appears to be untracked and theological, was not, in its intrinsic form, static and conservative but it always presented a dynamic and comprehensive character. Even the Prophet Muhammad (Sm.) desired all comprehensiveness in the education system under Islam.

- 1.16 Islam attaches great importance to *ilm* or education and its acquisition and extension. Ignorance has been described as undesirable. Education has been made compulsory (*Farz*) for all Muslims-male and female. Thus the concept of universality or 'Education For All' is the summum bonum of Islamic education. Females will be treated on equal footing in the pursuit of education and research. Education (ink of a pen) has been described as holier than the blood of a martyr. The Prophet even suggested for travelling to a distant land, even as far as China, to receive scientific and progressive education so that Madrasah Education starting from Medina, the capital, could compete with and even surpass the quality of achievement of education systems of the surroundings powers.
- 1.17 The propressive trends of Madrasah education, for proper synthesis between the Matter and the Spirit, continued unabated. Education spread rapidly during the successive Umayyid and Abbasid Caliphs at Damascus, Baghdad, Cairo, Cordova, Nishapur and Seville. There is no one to reject the proposition that these Madrasahs have immeasurably contributed to the wisdom of the world and the science of humanity. Suffice it to say that while the whole world was sunk in barbaric ignorance, these above noted city Madrasah Centres (Maktab to Higher Madrasahs) reared their heads, shone as beacons and shed their light for and wide, illuminating the West as well as the East during the Medieval period. These Madrasahs produced the world-famous scholars like Ibn-Khaldun, Ibn-ul-Athir, Ibn-Rushd or Averros, Ibn-Sina, or Avicenna, Sufi Moinuddin Chishti, Sufi Nizamuddin, Salim Chishti, Raja Ram Mohun Roy, Poet Nazrul, Girish Sen and many secular, humanist and Bhakti scholars who upheld the love for mankind and the principle of Peace, harmony, and the welfare of the people both rich and poor, literate and

illiterate, Muslims and Non-Muslims. There were remarkable advances in Mathematics, Algebra, Chemistry, Astronomy, other material and theology subjects. Even in India the Maktab and Madrasah System produced Dara Shukoh, the most consummate Perso-Sanskrit scholars, Abul Fazal and Faizi and many other scholars Maulana Abul Kalam Azad, Justice Ameer Ali etc. Many great nationalists and freedom-fighters also came from these Madrasahs. Needless to say that these Maktab and Madrasahs, with their secular and theological programmes of studies, opened to the lower caste Hindus the flood gates of Learning. With Muslim India education became the birth-right of every citizen, Hindus and Muslim, without having prejudice any ill-will. The Muslim used to learn Sanskrit and the Hindus Persian and Urdu and other subjects thereby facilitating the fusion of one nation.

- 1.18 The East India Company established the Calcutta Madrasah in 1781 with the objective of producing experts for filling up posts of land revenue administrators and judicial officers. English was included in the curriculum. Even Anglo-Persian school was established. The Medical course was opened. Some courses were made equivalent in some respects to Calcutta University. Calcutta Madrasah students were admitted to Presidency College. But soon it became altogether a theology based Higher Centre of Learning and exercised academic influences on the development of Madrasah Education in Bengal and later on in West Bengal. The foregoing discussions on various aspects of Madrasah Education help us to present a composite picture of Madrasah as an educational institution or as a Higher Centre of Learning (as it would emerge) if our proposals and recommendations are put into effect.

1.19 Objectives and Principles of Madrasah Education

- i) Madrasah Education, since its inception, was based on the principle of universalisation or "Education For All" (akin to the world slogan of the UNESCO). It was declared compulsory to educate females also. That universalism will be pursued irrespective of caste, creed and status. Madrasah Education, in the present century, should emphasize this principle of 'Education for All'. Females not to be left behind.
- ii) There was teaching of theology but at the same time subjects like Science, Arithmetic, Juris- prudence, Literature, Medicine and Ag-

riculture etc. were not neglected in the Maktab and Madrasah Education. Today the Madrasah System of Education duly upholds this intermixture of science, life and spirituality. The public sentiments accord much weightage on this. Our recommendations give much weightage to knowledge based subjects vis-a-vis the study of theology. In our recommendations, the curriculum and syllabus of Primary, Middle, Secondary, Under-Graduate and Post-Graduate levels have been made perfectly comparable and equivalent to those studied at the mainstream level upto Post-Graduate.

- iii) All systems of education including Madrasah Education should train the head, heart, hand and health of the students. There will be some scope for thinking, problem solution, application, creative activities, physical education and above all, optimum vocational or practical efficiency. It may be better for Madrasah students, who come from poor and illiterate families, to have exposure to vocational training after class VIII. The Hunter Commission (1882) the Asoke Mitra Commission (1991-92) and other committees laid stress on the vocational scheme of education. It is not similar to "Work Education" as introduced by the State Boards. Some sort of vocational and not purely pro-vocational scheme will be enough. It will train the students both for work and leisure. This will go a long way to reduce drop outs in the formal education system.
- iv) We fully agree with the recommendations of the Secondary Education Commission, 1952-53 that, "As political, social and economic conditions change and new problems arise, it becomes necessary to re-examine carefully and re-state clearly the objectives which education should keep in view." The Kothari Commission. (1964-66) also emphatically pleaded for educational revolution and stated "No reform is more important than to transform education, to relate it to life, needs and aspirations of the people and to make it a powerful instrument of change." We, the Committee Members cherish the same dream in our democratic, secular and socialistic fabric of Indian Society. The development of the spirit of co-operation, fellow-feeling, sympathy, toleration, friendliness, leadership, patriotism, discipline, social sensitiveness, confidence and respect for the nation's heritage and appreciation of the diversity of Indian culture should be emphasized. We hope that the creation of an all-India attitude and reciprocal interactions between the minority and the majority is the priority programme of to-day.

We also desire that let all communities should blossom in the arena of Madrasahs as also. Many Non-Muslim students are admitted in New Scheme of Madrasah Education. We recommend that more should come to Madrasah Education to lend the system a democratic and secular character. Synthesis and Unity in Diversity should be the real tone of Madrasah Education. The Delor's Commission on 21st Century Education enumerated 'Four Pillars' like (i) Learning to Know, (ii) Learning to Do, (iii) Learning to Be and (iv) Learning to Live Together. We stress on "Learning to Live Together, in Madrasah education.

- v) The Madrasahs like schools should be a centre with proper environment promoting joyful experiences through creative intellectual learning and manifold practical, vocational and recreational programmes. A sense of dignity of labour through participation in school manual and co-curricular programmes will be fostered. What we would like the teachers to bear in mind that the students should be trained in the 'art of living' and that Madrasah/Schools be humming with activities which the Madrasahs are not at present. It is not that the educational centre should have dull, routine ridden, formal lessons in the class plus a number of unrelated activities. The entire programme of a Madrasah will be visualised as a unity and inspired by a psychologically stimulating approach and purpose which are considered a special feature of academic work. The Madrasah will have an efficient library service. The library will be the hub and centre of literary and intellectual life of the organised Madrasahs.

- 1.20 Also we desire that the existing Madrasah will be organised as a community. Various programmes and activities will be organised to reestablish the link between school and community.
- 1.21 To-day the value aspects are worst affected through erosion of long cherished ideals such as secular, scientific, democratic and human values. To-day is the age of science and technology. No life in this century can escape the dominant influences of this exploration of knowledge and information technology. Computer and the system of communication have made the world 'a global village'. We desire that Madrasahs should have modern computer teaching and the State Government should try to review its policies for expansion of this modern technology.
- 1.22 We can say that this Committee does believe in practical scheme of

Madrasah Education and whatever it suggests in all the following chapters is based on these considerations. The present government has, so far reported to the Committee, is persistently endeavoring for the welfare and expansion of Madrasah Education. At present the Computer Education facilities have been provided to some of these Madrasahs. The budget allotment also has been, in spite of financial scarcity, maximum. What we expect from the Government is to give a sympathetic consideration to all of our optimum suggestions. If these suggestions are implemented phase-wise, the Madrasah Education will have a modern, secular, democratic and scientific character. That is our mission for the future of Madrasah education.

Chapter - II

Demography of West Bengal and Socio-cultural Status of the Muslims

2.1 Introduction

Bengal, the seat of the English Empire, has the store-house of almost all the leading political and cultural movements in India. The old proverb goes 'What Bengal thinks today, India thinks to-morrow'. It was the breeding ground of Renaissance, the social reforms and educational, cultural and religious movements. It was also the hotbed of political and revolutionary upsurge and the springboard of national movement in education. The Calcutta University, the Hindu College, the Viswa Bharati and many other institutions spread the torch of modern education and progressive thoughts all over India.

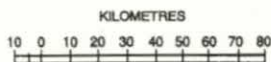
2.2 Demography

The State of West Bengal arose out of partition of the then United Bengal by the Indian Independence Act of 1947. In terms of population it occupies 4th position amongst the States of India with a population of 8,02,21,171 as per Census of India 2001 with 52% male and 48% female; 71.9% of the population live in rural areas. SC and ST population constitute 23.6% and 5.6% respectively. The sex ratio has improved from 917 to 934 which is close to national average of 933. Total literacy in the State has increased to 69.22% from 57.70% in 1991. Population growth has registered an increase of 17.84% over last 10 years and this State is on top in respect of density of population which is 904 per sq. km. It has at present 19 districts, 38 urban agglomeration and the total area is 88752 sq. km. As per previous census the rural population has increased by 23% in 10 years from 1981 - 1991 and that of urban population by 29.5% during the same period. The composition of different age group of population and the rate of literacy are detailed below (Census 1991) :

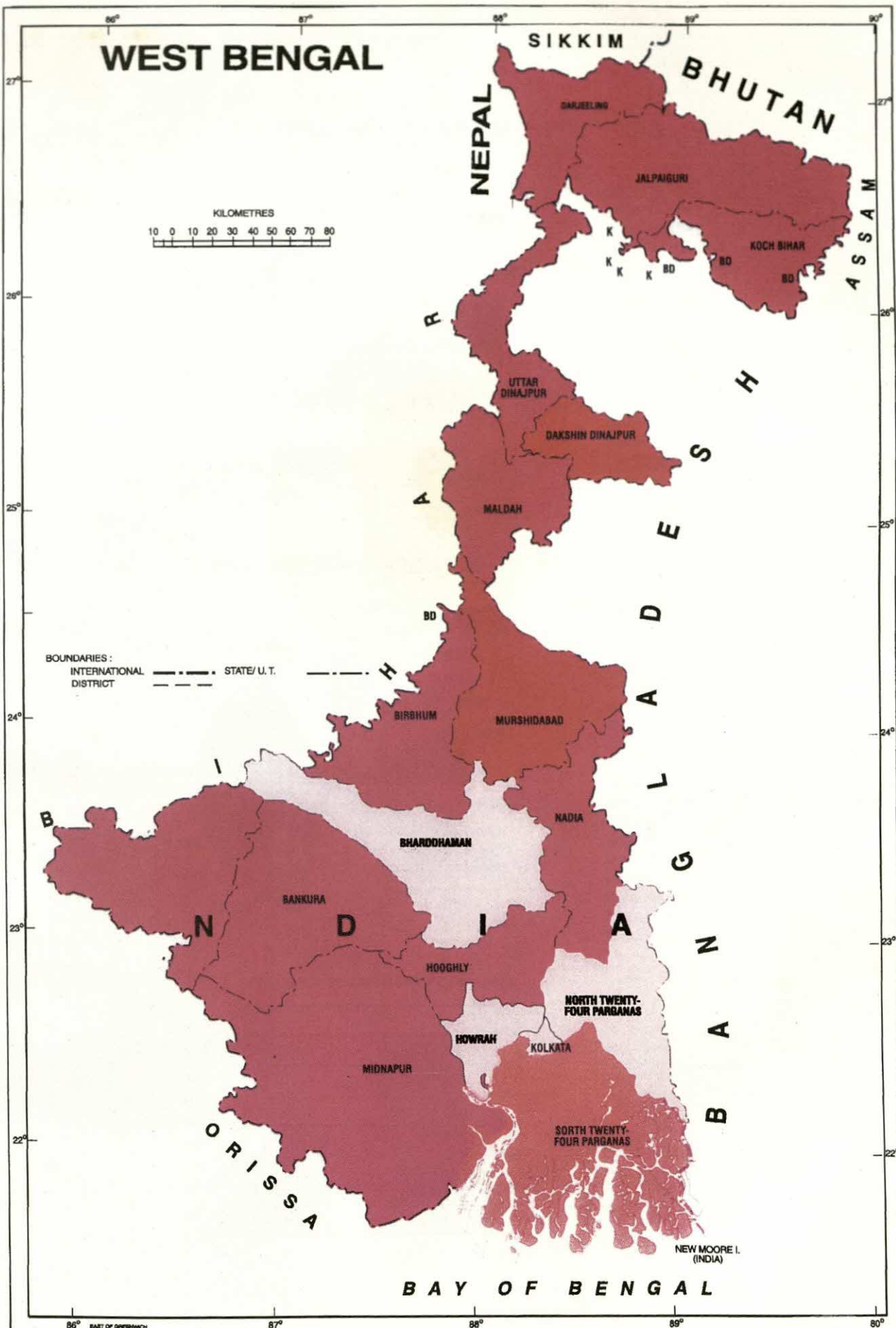
2.3 Table : 3

Age Group	%	Total Population	Age Group	%	Total Population
0 - 4	13	78.86	20 - 29	18	
5 - 9	13.7	93.14	30 - 50	23	
10 - 14	13.6	92.46	50 - 60	6	
15 - 19	10.4	70.70	60 - above	7	

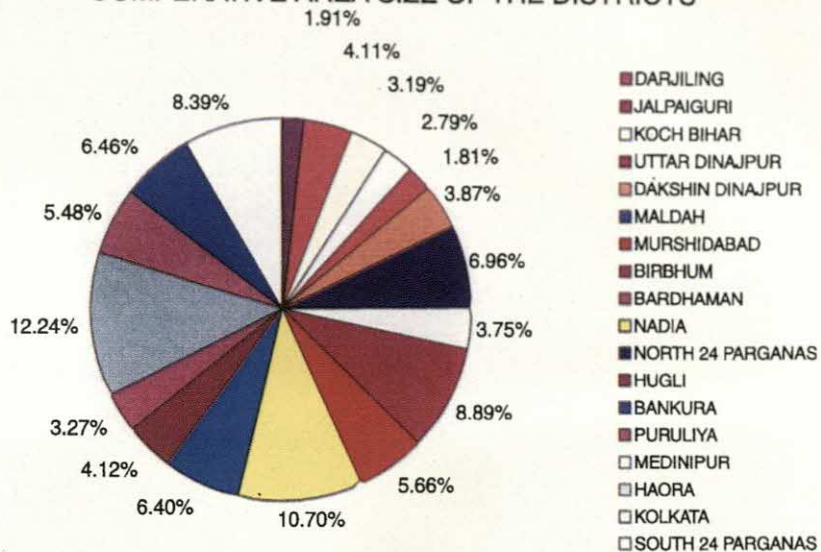
WEST BENGAL



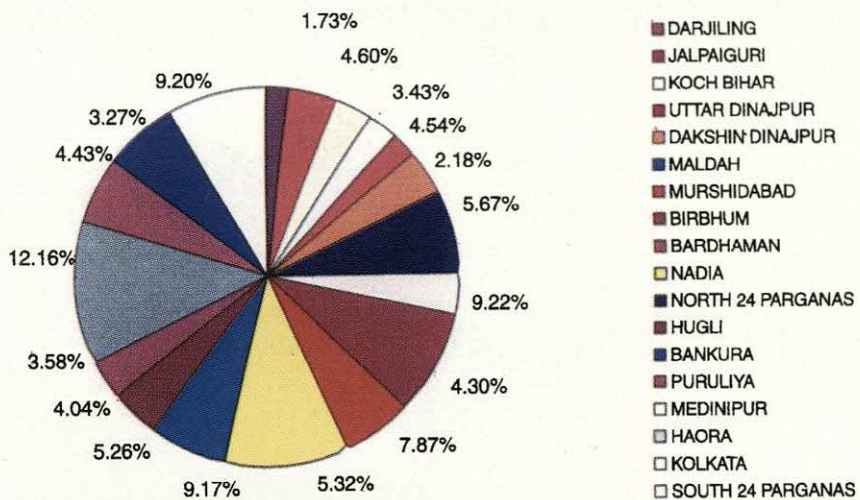
BOUNDARIES :
 INTERNATIONAL ——— STATE/ U. T. ———
 DISTRICT - - - - -



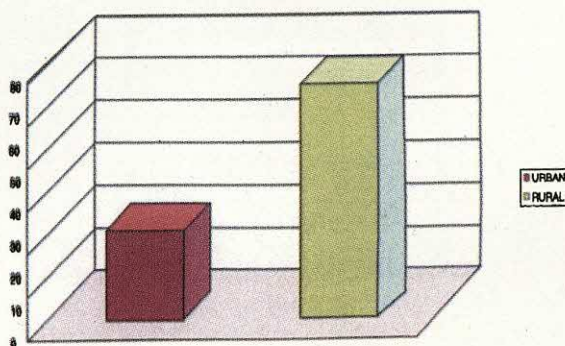
COMPERATIVE AREA SIZE OF THE DISTRICTS



COMPERATIVE POPULATION SIZE OF THE DISTRICTS



DISTRIBUTION OF POPULATION IN RURAL AND URBAN AREAS



2.3.1 Table : 4

Literacy			
Year	Rate	F	M
1951	24.00	12.30	34.10
1981	48.64	30.07	59.93
1991	57.72	47.15	67.24
1997	72.00	63.00	81.00
2001	69.22	77.58	60.22

(ranks 3rd after Kerala and Maharashtra)

- 2.4 While the overall literacy has increased 3 times between 1951-1997, the rate of female literacy has been up by 5 times. This is due to the spread of universal education at the primary level and the highly successful literacy campaign in the State after 80's.
- 2.5 As per Census report 2001 and Economic Survey, 2001 West Bengal ranked 5th in respect of per capita income out of 14 major States and in 1996-97 it ranked 9th, whereas it has impressive growth in per capita SDP between 1993-94 and 1997-98. It ranks 2nd among 14 major States only below Gujrat and 1.58% higher than average for the States. (2.69 in 1983-84- 93-94 to 5-45 during 1996-98). But the noticeable thing is that less than 1/4 of plan expenditure is allocated to social sectors - only below Assam, Tamil Nadu, Orissa and Gujrat. Other aspects of Human Development indicator may be discribed as follows :
- 2.6 Infant mortality rate is 52 and thus it ranks 3rd after Kerala and Maharashtra (Source - Sample Registration System, 2000). As regards rural-urban differential in IMR - West Bengal ranks 4th and 3rd positions in respect of Rural and Urban IMR respectively (Source-Sample Registration System, 2000). 49% of children under age 3 are moderately to severely malnourished in West Bengal and ranks 2nd position after Gujrat. About 4% of children aged 5 to 14 years work as child labourers only below Uttar Pradesh and Bihar (Source UNICEF, India).
- 2.7 The population of Kolkata Urban agglomeration is 132.17 lakhs. The State has full potentials in industry, small scale industry, agriculture, sericulture and tea industry. The total number of main workers is 230.64 lakhs as per census 2001. The percentage of agricultural labourers to main workers is 24.56% and that of cultivators, 28.40% (as per Census Report, 1991). The State has basically agricultural background. Except Durgapur, Haldia, Hooghly and Howrah and some area of North 24 Parganas the whole of West Bengal

thrive on agricultural productions. As such the ranking of the districts in terms of literacy vary from district to district. Whereas Kolkata ranks 1st with 81.31% and Purulia along with Uttar Dinajpur rank lowest with 37.15/16%. The other districts lying between 78% and 70% are North 24 Parganas, Howrah, Hooghly, Darjeeling, Burdwan, South 24 Parganas and Midnapore and the rest of the districts fall between 37.15% and 67.21%. The districts which has concentration of Muslim population like Murshidabad, Malda, Birbhum, Uttar Dinajpur and Nadia has poor literacy records varying from 48.63% in Uttar Dinajpur to 50.71% at Malda, from 55.5% at Murshidabad to 62.16% at Birbhum (Census 2001). The progress of literacy among the females in those districts also shows unsatisfactory data. It is 41.67% at Malda, 48.33% at Murshidabad, 52.21% at Birbhum and lowest 37.16% at Uttar Dinajpur. These indicate the sorry state of Human Resource Development in the Muslim dominated districts. The progress of the SC/ST population is very disappointing though the Government has given much emphasis in this respect. At present the number of schools in the state at different levels are as follows :

2.8 **Table : 5**

	Primary	Junior/Middle School & Jr.H. Madrasah	High School & High Madrasah	Higher Secondary	Urdu medium High/HS	Hindi medium High/HS
2000-2001	52385	2213+170	6648+234	2516	78	240
SSK-7931						

(Source - Annual Report, 2000-01, School Education Deptt.)

2.9 **Table : 6**

Number of students (stagewise) as on 30.9.2000 in School Education including Madrasahs in West Bengal.

Class	Boys	Girls	Total
I - V	52,56,087	47,59,868	1,00,15,955
VI - VIII	17,87,768	12,65,622	30,53,390
IX - X	7,43,560	4,92,235	12,35,795
XI - XII	3,53,770	2,15,797	5,69,567
Grand Total	81,41,185	67,33,522	1,48,74,707

- 2.10 The State Government's sincere initiative in expanding the scope of education has resulted in better dividends in the area of reducing the Gender Gap from 20.39% in 1971 to 18% in 1997 and 17.36% in 2001. In case of female literacy the increase is 13.66% from 46.56% in 1991 to 60.22% in 2001- the highest decadal increase in female literacy in the last century. Also that illiterate persons declined by 30.69 lakh between 1991 and 2001. After evaluation of the TLC and PLP it has been estimated that a total number of 92.36 lakhs neoliterates have achieved literacy norms. Of the community-wise break up 30.11 lakh belongs to SC and 8.31 lakh to ST and others belong to minority and general category - a tremendous effort indeed at the state level. The result is that the decadal increase in the overall literacy rate is 11.52%, the highest achieved in any decade of the last century. It is also seen that the percentage of urban population in the state has slightly increased from 27.48 in 1991 to 28.03 in 2001. Side by side the rapid development of rural areas of the state has allowed the state to absorb much of the growth of rural labour force within the rural areas. The condition of urban slum areas of Kolkata Municipal Area shows signs of improvement in terms of birth rate, death rate and infant mortality rate. The fast improving vital rates and demographic profile of the State indicate that its development strategy has been able to ensure that benefits of the development process accrued to the poor. And with the rapid spread of education, as stated above, social and personal values of the common people have become less tradition bound and more receptive to new ideas.
- 2.11 Other social features are its policies banishing discrimination of any type. Adequate measures have been taken for creating a society free from exploitation, devoid of communal tensions and disturbances and away from fundamentalism, obscurantism, social segregation and socio-economic injustice. The development plans of West Bengal distinctly denotes the rural development as the focus of all planning processes. The land reform movement and the Panchayeti system have made appreciable impacts in changing the life styles of the rural people and have brought about an awakening and consciousness for a better quality of life. Education has become a popular demand in rural household. The minority families are no exception to it. Large number of Muslim boys and girls are attending both primary and secondary schools. The literacy centres are full of neoliterates from minority sections. Unofficial estimate published in magazines here and there put the literacy rate of the Muslims in West Bengal as 40% in general and 50% for male and 30% for female. It is also reported that drop out rates

among the muslim students is quite high nearer to 58.97%. (Survey on selected regions of W.B. Govt. of India - 1983). Side by side there is woman empowerment and women's participation in various developmental programmes either as social leaders or as conscious family members resulting in improvement in health, family welfare, sanitation and environmental conditions. On the economic front the State Government is largely handicapped due to the step motherly and non-cooperative attitude of the centre to release grants. But the State Government is determined to bring about desirable socio-economic changes by formulating an Alternative Development policy. As a result, the purchasing power of the rural people has changed qualitatively. The real per capita expenditure on educational, social and health has been on the rise. The Human Development index has also been appreciated by International Report. In this context it is worth while to show the percentage distribution of the working force by Main activity in West Bengal vide Census 1991.

- 2.12 With the agglomeration of these categories of people West Bengal has been the happy meeting ground of various cultures, religions, faiths and beliefs for many centuries. An atmosphere of tolerance, fellow feeling, social fraternities and mutual interaction in social manners, etiquettes, daily habits prevail all through. The impacts of a democratic & pro people administration have made a dent in every walk of Bengal life. The large work force in the marginal areas and the educated middle class enjoy life in peace and with long cherished ideals of life.

2.13 **Socio-Cultural status of the Muslim and Madrasah Education**

The Muslim, as per 1981 census constitutes 21.51% of the state populations which has been increased to 23.61% as shown in the census Report, 1991. The districts of Murshidabad, Malda, Birbhum, Uttar Dinajpur, Nadia, Howrah and North and South 24 Parganas have the largest concentration of Muslim population. Culturally the Muslims are the integral part of West Bengal life. Socially and educationally they are the beneficiaries of the welfare schemes of the Government. But still the bare fact is that the Muslims are a backward community due to their mental and educational backwardness and locational contextuality.

- 2.13.1 Historically the Muslims did not look well and accept the Western education and culture since the second half of the 18th century to about and almost the three quarters of the 19th century. As a result, while the majority group advanced rapidly in the educational and employment market,

the Muslims showed comparative signs of illiteracy, unemployment and social conservativeness. Even after successful implementation of the Literacy Movement in the country side and the major emphasis on UEE the rate of literacy in the Muslim dominated districts are abysmically pathetic. The table-17 clearly demonstrates the poor literacy rate ranging from 23.06% to 33.69% and these districts supply the 75% of the total Muslims of the State. Still the attempt at Muslim regeneration was continuing from the 19th century. The Muslim and non-Muslim intellectuals like Nawab Abdul Latif, Ameer Ali, Dilwar Hossain, Wares Ali, Rabindranath Tagore, Nazrul Islam, Mir Mosharraf Hossain, Maulana Abul Kalam Azad and many others, through literary publications and founding of societies, tried to bring consciousness among the muslim population. The British company administration, though did not look it favourably to the muslims, kept the different department is open for them. It is found that the number of Muslim employees was more than double in the Fort William College established in 1800 and the representations of the Muslims in the Management Committee of the Asiatic society and Calcutta School Book Society was satisfactory. During the days of the Indian Freedom struggle they participated with heroic example but the 'Divide and Rule' policy of the British, conservatism and insular attitude and to some extent, the pressure of the majority made the muslims a distant group in the national and state level. The Partition of India and the partition of Bengal made things some what different.

- 2.13.2 After the attainment of Independence the majority of well educated and affluent sections left for Pakistan. Those who did not leave and accept India as their motherland comprised of small middle class and a large number of illiterates, poor, semi skilled labourers, cultivators and craftsmen. Nearly 80% of the Muslims live in villages and only about 20% live in Kolkata and suburbs. About 90 percent of them speak Bengali and rest speak Urdu and Hindi. The Muslim society is egalitarian due to its association with Islamic liberalism and principle of equity and social Justice. But in practice the society is pathetically divided into social strata harmful as the caste divides of the majority sections. The result is that the society is divided between the rich and the poor. The rich are getting the benefits of western education and the poor are becoming poorer and poorer with all signs of insular backwardness. Unemployment is maximum. In urban areas they are mostly traditional artisans, industrial workers, petty traders, tailors, embroidery workers, hawkers, mechanics, driv-

ers, rickshaw pullers, tangawallas, weavers, book binders, banglemakers, glass workers, carpet makers, iron and gold smiths and coolies etc. In industrial sector the Muslims are working as unskilled, semi-skilled and skilled labourers. In the rural areas they are mostly the peasants, petty landholders, marginal agricultural labourers, bidi workers and craftsmen. It has been observed that the Muslims are basically engaged in economic activities of marginal nature and naturally they are economically very poor. Though accurate data on the relative economic status of the Muslims are not available, a large number of Muslims live below the poverty level. As per one study in Malda district 51.67% are agriculturists, 47.78%, day labourers and 0.55%, white collar servicemen. Another study in Howrah district reveals 45.51% are industrial Labourers, 33.01% embroidery workers, 11.13% petty businessmen, and 0.78% in white-collar jobs. In Cooch Behar it is found that about 70% rickshaw pullers belong to the Muslim community. The pictures of Burdwan, Lalbag, Raiganj are almost similar. One UBI survey in 1988 reveals that 82% of the Muslims live below poverty line. 52% of them are engaged in agriculture and the rest are in ordinary allied activities. The percentage to gainful employment is very meagre. Due to this there has been a slow and rudimentary growth of middle class among the Muslims. The backward effects of all these have been perpetuation of conservatism. Educationally, they are attached to mosque based Maktabas and Madrasah imparting mostly traditional and theology subjects. It is now found that some Maktabas Sishu Pathshalas are teaching general subjects.

- 2.13.3 The stable and peaceful Government spanning over 25 years since 1977 has made historic developments in all spheres of West Bengal and most appreciably among the Muslim population in the state. Side by side with the increase of population, prevalence of undisturbed communal peace, the pro-people secular democratic governance, vigorous educational and industrial-cum-technical improvement policies and the successful panchayeti system in villages have opened the avenues to the Muslims in all spheres of state activities. The rate of literacy, though exact statistics is not available, has gone up in all districts. Their participations in the 3-Tier Panchayeti System has been remarkable as Shabadhipati, President (Panchayet Samity), Panchayet Pradhans at the village level and as portfolio-in-charge in different villages or blocks or districts levels. The impact of the literacy movement under the National Literacy Mission has made the large number of Muslim illiterate rural people literate. In Burdwan,

Medinipur, Murshidabad, North and South 24-Parganas, Birbhum districts and elsewhere the Muslim girls, teenagers, housewives and aged women had responded remarkably in all these literacy centres. These new wave have created a new outlook for the welfare of the family and the state in respects of population control, early marriage, greater mobility from village to towns and cities, more education for their wards, womens' liberation and attitude for health, sanitation, cleanliness and promotion of secular, demoeratic and scientific values - at least a take off stage has reached now. The Land Reforms Movement, likewise, had made many landless Muslim labourers, owners of agricultural lands and this had created a sense of hope for their families, children and above all, for their life in society. This has again, generated many new demands - creating an atmosphere of forewardness and progressive tendencies. Today Muslim boys and girls, adolescents and youth attend schools, colleges and universities in large numbers. More and more commercial enterprises are visible from village to city level. The Minority Development Welfare Department, Government of West Bengal has been striving hard for helping the minority men and women through self-employment generation scheme for self-employment and vocation. This has created a hopeful wave for the financial well being of the Muslim minority. More and more political leaders, educationists, lawyers, social activists, teachers, technicians, medical practitioners etc. are on the field - a ground is ready for bringing about Muslim renaissance / regeneration. But it is true that these sections constitute a small section of the entire backward community. Larger sections in villages of different districts need new developmental programmes and directions to reap the benefits of the modern societies in the 21st century. Madrasah education which is linked with Muslim sentiment in villages must be sublimated with the mainstream system. It is necessary to meet the surcharge the rising aspirations of the minority community in general. There is no middle way. For the upliftment and the creation of a modern mind the reform is imperative. The general Muslim population look ahead for a technical-vocational oriented multi-faceted educational programmes. The Madrasah Education Committee desires to achieve that harbinger role.

Table : 7

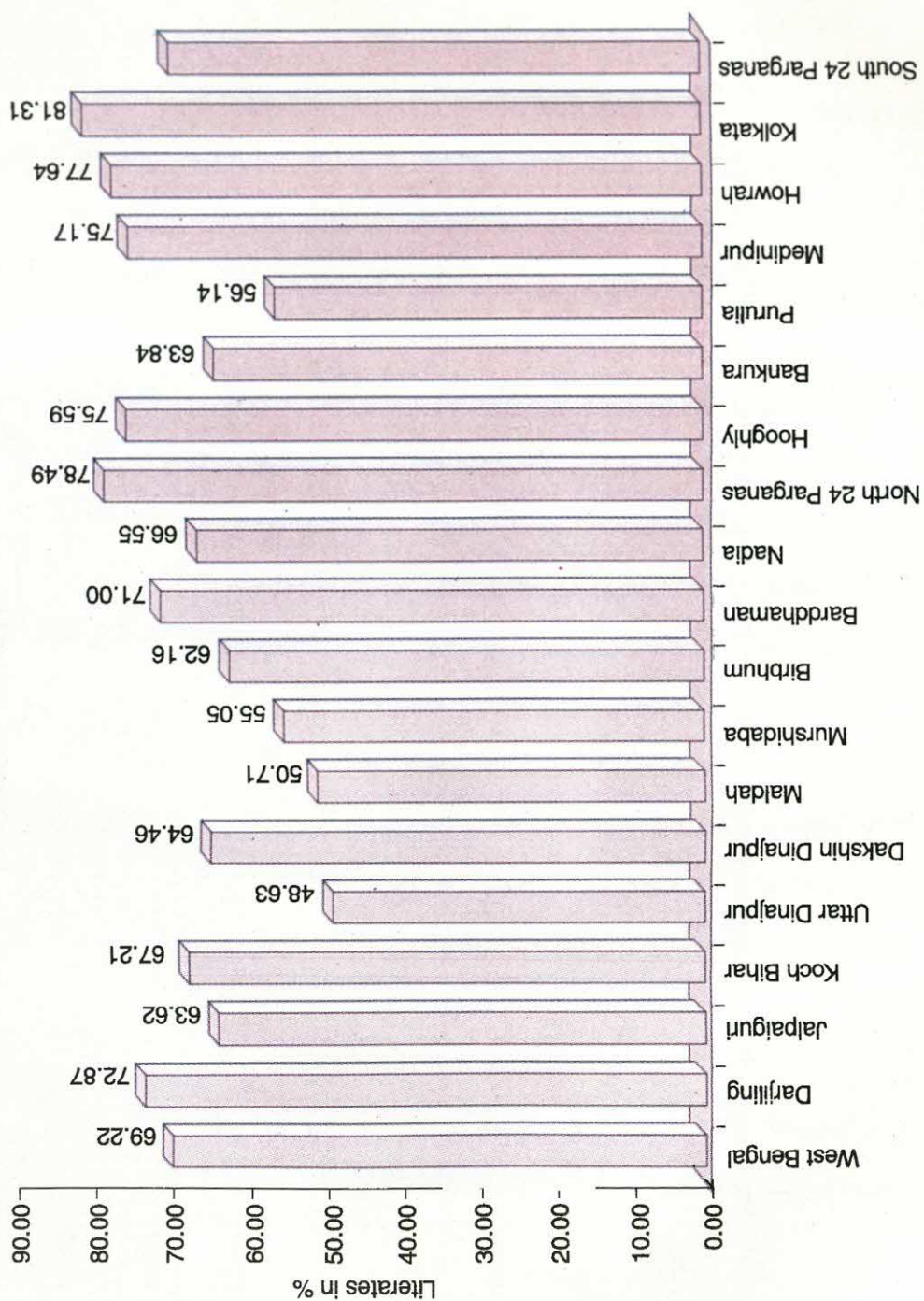
**Some Important Demographic Features of West Bengal as
Revealed in the Last Four Censuses**

Sl. No.	Items (1)	1971 (2)	1981 (3)	1991 (4)	2001 (5)
1.	Total Population (in lakhs)	443.12	545.81	680.78	802.21
2.	Number of male population (in lakhs)	234.36	285.61	355.11	414.88
3.	Percentage of male population to total population	52.89	52.33	52.16	51.72
4.	Number of female population (in lakhs)	208.76	260.20	325.67	387.33
5.	Percentage of female population to total population	47.11	47.67	47.84	48.28
6.	Urban population (in lakhs)	109.67	144.47	187.08	224.86
7.	Percentage of Urban population to total population	24.75	26.47	27.48	28.03
8.	Rural population (in lakhs)	333.45	401.34	493.70	577.35
9.	Percentage of rural population to total population	75.25	73.53	72.52	71.97
10.	Population of Kolkata Urban Agglomerations (in lakhs)	70.31	91.94	110.22	132.17
11.	Percentage of population of Kolkata Urban Agglomeration to total urban population	64.11	63.64	58.92	58.78
12.	Number of main workers (in lakhs)	123.69	154.24	205.81	230.64
13.	Number of cultivators (in lakhs)	39.55	45.91	58.45	..
14.	Number of agricultural labourers (in lakhs)	32.72	38.92	50.55	..
15.	Percentage of cultivators to main workers	31.97	29.76	28.40	..
16.	Percentage of agricultural labourers to main workers	26.45	25.23	24.56	..

Note : Percentages for items 15 and 16 relate to
total main workers quoted against item 12.

Source : Census Reports.

LITERACY RATE 2001 WEST BENGAL



FEMALE LITERACY RATE 2001 WEST BENGAL

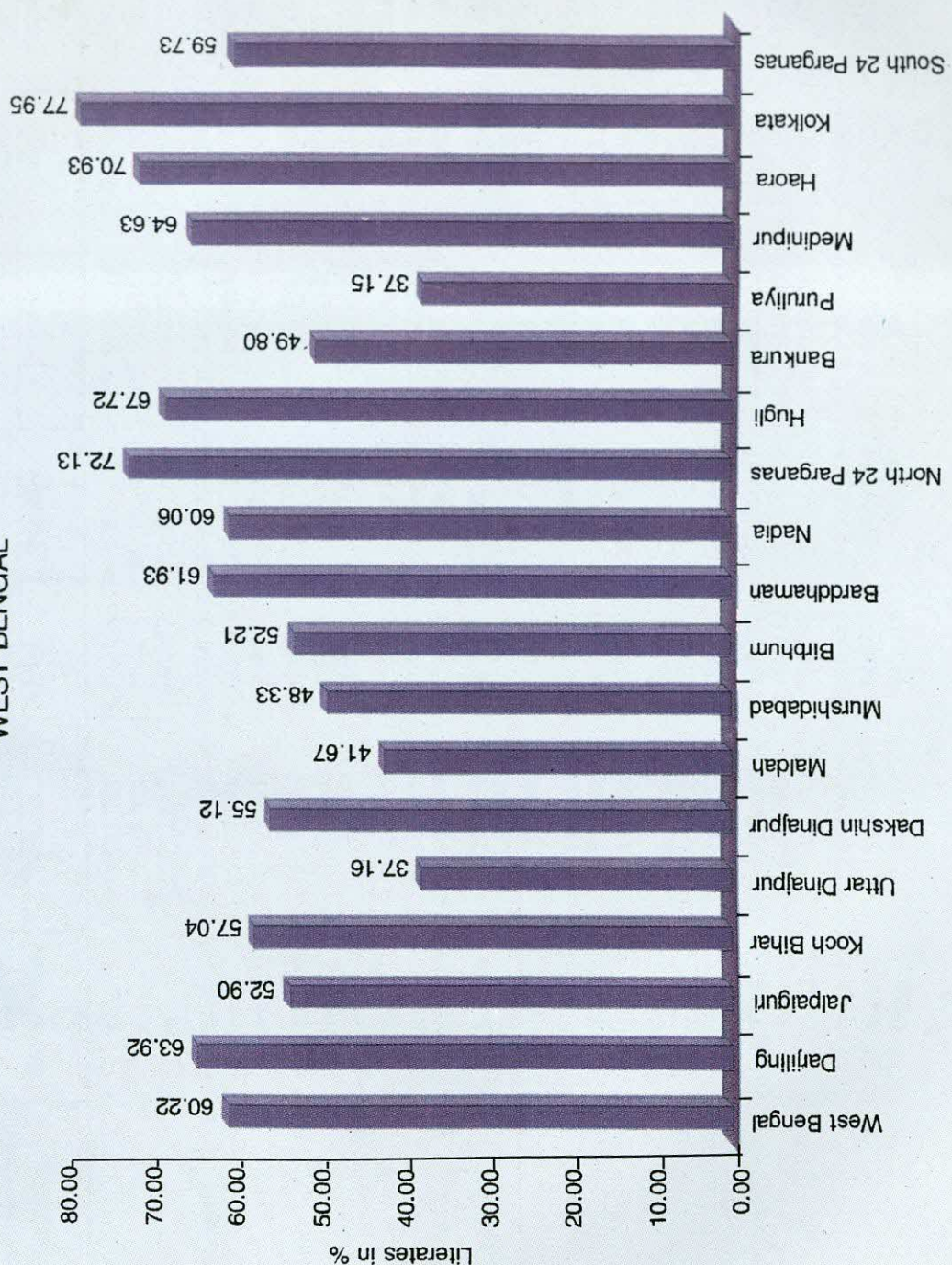


Table : 8

Distribution of Muslim Population of West Bengal in Different Districts (1991 Census)

Sl. No.	India/State/Union Territory	Total Rural/Urban	Total Population			Muslims			% of Muslims
			Persons	Males	Females	Persons	Males	Females	
1	2	3	4	5	6	7	8	9	10
India* @									
		Total	838,583,988	435,216,358	403,367,630	101,596,057	52,631,365	48,964,692	
		Rural	622,812,376	321,279,405	301,532,971	65,563,695	33,714,204	31,849,491	
		Urban	215,771,612	113,936,953	101,834,659	36,032,362	18,917,161	17,115,201	
West Bengal									
		Total	68,077,965	35,510,633	32,567,332	16,075,836	8,360,835	7,715,001	23.61
		Rural	49,370,364	25,442,210	23,928,154	13,545,929	6,957,171	6,588,758	
		Urban	18,707,601	10,068,423	8,639,178	2,529,907	1,403,664	1,126,243	
Kochbihar									
1.		Total	2,171,145	1,122,306	1,048,839	506,728	260,777	245,951	2.33
		Rural	2,001,648	1,035,418	966,230	493,730	254,037	239,693	
		Urban	169,497	86,888	82,609	12,998	6,740	6,258	
Jalpaiguri									
2.		Total	2,800,543	1,453,194	1,347,349	281,054	146,062	134,992	10.03
		Rural	2,342,296	1,214,149	1,128,147	262,940	136,373	126,567	
		Urban	458,247	239,045	219,202	18,114	9,689	8,425	
Darjiling									
3.		Total	1,299,919	679,323	620,596	59,140	32,348	26,792	4.54
		Rural	903,859	467,324	436,535	41,506	21,895	19,611	
		Urban	396,060	211,999	184,061	17,634	10,453	7,181	
West Dinajpur									
4.		Total	3,127,653	1,620,740	1,506,913	1,149,560	592,778	556,782	36.75
		Rural	2,710,453	1,401,030	1,309,423	1,130,013	581,852	548,161	
		Urban	417,200	219,710	197,490	19,547	10,926	8,621	
Maldah									
5.		Total	2,637,032	1,360,541	1,276,491	1,252,292	643,877	608,415	47.48
		Rural	2,450,495	1,263,583	1,186,912	1,231,185	632,829	598,356	
		Urban	186,537	96,958	89,579	21,107	11,048	10,59	
Murshidabad									
6.		Total	4,740,149	2,439,342	2,300,807	2,910,220	1,493,884	1,416,336	61.39
		Rural	4,245,802	2,186,950	2,058,852	2,740,716	1,407,809	1,332,907	
		Urban	494,347	252,392	241,955	169,504	86,075	83,429	
Nadia									
7.		Total	3,852,097	1,989,841	1,862,256	959,998	496,067	463,931	24.92
		Rural	2,980,279	1,544,725	1,435,554	922,237	476,674	445,563	
		Urban	871,818	445,116	426,702	37,761	19,393	18,368	

Table-8 (Contd.)

Sl. No.	India/State/Union Territory	Total Rural/Urban	Total Population			Persons	Muslims			% of Muslims
			Persons	Males	Females		Persons	Males	Females	
1	2	3	4	5	6	7	8	9	10	
8.	North 24 Parganas	Total Rural Urban	7,281,881 3,551,581 3,730,300	3,818,197 1,833,049 1,985,148	3,463,684 1,718,532 1,745,152	1,759,839 1,437,868 321,971	914,710 732,511 182,199	845,129 705,357 139,772	24.16	
9.	South 24 Parganas	Total Rural Urban	5,715,030 4,954,653 760,377	2,962,214 2,557,023 405,191	2,752,816 2,397,630 355,186	1,711,297 1,518,704 192,593	879,108 776,815 102,293	832,189 741,889 90,300	29.94	
10.	Calcutta	Total Rural Urban	4,399,819 --- 4,399,819	2,445,328 --- 2,445,328	1,954,491 --- 1,954,491	779,433 --- 779,433	453,097 --- 453,097	326,336 --- 326,336	17.71	
11.	Haora	Total Rural Urban	3,729,644 1,880,530 1,849,114	1,982,457 968,905 1,013,552	1,747,187 911,625 835,562	828,740 452,852 375,888	438,038 234,285 203,753	390,702 218,567 172,135	22.22	
12.	Hugli	Total Rural Urban	4,355,230 2,996,979 1,358,251	2,271,792 1,540,616 731,176	2,083,438 1,456,363 627,075	632,175 493,415 138,760	329,343 251,171 78,172	302,832 242,244 60,588	14.51	
13.	Medinipur	Total Rural Urban	8,331,912 7,510,917 820,995	4,284,954 3,853,802 431,152	4,046,958 3,657,115 389,843	898,478 812,374 86,104	462,021 416,635 45,386	436,457 395,739 40,718	10.78	
14.	Bankura	Total Rural Urban	2,805,065 2,572,587 232,478	1,437,515 1,317,516 119,999	1,367,550 1,255,071 112,479	186,021 175,369 10,652	96,367 90,592 3,775	89,654 84,777 4,877	6.63	
15.	Puruliya	Total Rural Urban	2,224,577 2,014,571 210,006	1,142,771 1,032,172 110,599	1,081,806 982,399 99,407	133,119 117,424 15,695	68,926 60,646 8,280	64,193 56,778 7,415	5.98	
16.	Bardhaman	Total Rural Urban	6,050,605 3,927,613 2,122,992	3,186,833 2,031,842 1,154,991	2,863,772 1,895,771 968,001	1,182,755 914,208 268,547	620,079 472,443 147,636	562,676 441,765 120,911	19.54	
17.	Birbhum	Total Rural Urban	2,555,664 2,326,101 229,563	1,313,285 1,194,106 119,179	1,242,379 1,131,995 110,384	844,987 801,388 43,599	433,353 410,604 22,749	411,634 390,784 20,850	33.06	

Chapter - III

Development of Madrasah Education

- 2.1 The traditional Madrasah system of education came to India with the Muslims. In Eastern India this system of education started with the spread of the Sultanate and the Mughal administration.
- 2.2 The East India Company, as we know, became the ruler of Bengal, Bihar and Orissa after their victory at the Battle of Plassey in 1757. At a later time this victory paved the way for the establishment of the British Paramountcy all over India. In 1765 the Company obtained the 'Diwani' from the then Mughal Emperor, Shah Alam. Gradually the Dual Government policy was introduced and the East India Company tried to maximise its revenues through different means including introducing a Permanent Revenue System. As the British had no previous ideas of revenue administration and as the original documents were in Persian/Urdu/Arabic language, it was necessary to recruit persons in the Company offices and the Courts who had knowledge in these languages. As most of the Muslims practically rejected the education system under the alien ruler, the East India Company, as an alternative necessary measure, established the Calcutta Madrasah in 1780. Thus was started the courses of Alim. Fazil and M.M. in Madrasah Education and its consequent examination system. Needless to say that at that time there was conflict between the Orientalists and the Occidentalists and the East India Company during its initial stage of the empire did not dare to infuriate the conquered Indians. It was politically expedient to win over their hearts by patronising the existing oriental language and culture by the Charter Act of 1813 and to consolidate the base of the empire by pursuing recruitment policy of the Indians in lower posts in Courts and educational institutions.
- 2.3 With the change in time and consequent demands English was included in Madrasah curriculum in 1826 but due to resistance English was withdrawn in 1851. But in the meantime Persian, as language of administration and culture, had been abolished by the Act of 1835 whereas Lord Macaulay, by his famous 'Minute' strongly advocated for the introduction of Western language and culture through the medium of English only. As a result, the predominance of Persian gradually declined and the paramountcy of English came forward. The Muslim intelligentsia pleaded for western education that

resulted in the opening of Anglo-Persian section in Calcutta Madrasah in 1854 which still continues as the Pry-Sec-H.S. Sections under the School Education Department, Government of West Bengal and under the academic control of the West Bengal Board of Secondary Education and the W. B. Council of Higher Secondary Education. Calcutta Madrasah, which is known as Madrasah-e-Alia, became the exclusive seat of classical-cum-theological cultural education. Consequently, the Board of Central Madrasah Education, Bengal was constituted in 1927 for the purpose of conducting the Senior Madrasah Examination over Bengal, Bihar, Assam and Orissa and its head quarter was in Calcutta Madrasah. This system continued till the attainment of Independence with some changes here and there in the subject areas. The result that due to this strong base of theological education in the only seat of Muslim education and as there was no teaching of English there, the Muslims as a whole lagged behind in the field of employment and level of literacy. The Society as a whole, began to be economically and contextually backward. However, the Madrasah played a glorious role in the Indian Freedom Struggle.

- 2.4 An acute backwardness continued, and Thus a new trend was started with the initiative of Maulana Abu Nasar Md. Waheed, the then principal of Dacca Senior Madrasah. He travelled the whole Arab world and France to study the Muslim and European Education System there and to think over some basic changes for modernisation of Madrasah Education. It was he who thought for making Madrasah education practical and vocation oriented and equivalent to general education system. He suggested the introduction of the present New Scheme of **High Madrasah Education** to the then Government. The Government accepted his proposal as suitable and necessary for the time and High Madrasah Education with major inputs of general subjects, became a permanent system of Madrasah Education since 1915. The first High Madrasah examination entitled "Islamic Matriculation" was conducted by the D.P.I. in 1920. Next year the East Bengal Board of Secondary Education, Dacca conducted the same examination. In the meantime the Board of Intermediate Education was established in Dacca in 1921-22 which also conducted the High Madrasah Examination. Later Department of Arabic and Islamic Studies were opened under this Board for further entry to theological education at a later stage. Also some Government and non-Government High Madrasahs were upgraded as Intermediate Colleges. (The syllabus of this stage were so framed by Md. Waheed that the successful candidates could easily advance for higher stages

of education at the Under-Graduate and Post-Graduate levels at the state and national levels.) Needless to mention that since then many High Madrasah students, though the numbers may be less in comparison with the mainstream products, have become distinguished professionals, Academicians, Judges, Authors, doctors, engineers and social activists of international standards - a trend equally true during pre and post-Independent period.

2.5 The Madrasah Education System by the first quarter of the 20th century had two distinct parallel systems -

- i) the old model theological education with Alim, Fazil and M.M. levels under the control of the examining body known as the central Board of Madrasah Education, Bengal and
- ii) the New scheme of High Madrasah Education - (modernised and equivalent to general education in Madrasahs) under the control of the examining body known as the Board of Secondary and Intermediate Education, Dacca.

2.6 The Madrasah system of education received a jolt with the Partition of India and the Independence Act of 1947. The political, cultural and the total ethos of Indian culture were heavily disturbed and uprooted sometimes making also the lives of the people confused and disrupted. (The system of Madrasah Education in West Bengal was in doldrums for some years. But with the initiative of Maulana Abul Kalam Azad, the then Education Minister of Free India, the Madrasah Education System was revived along with the opening of Calcutta Madrasah and the West Bengal Madrasah Education Board in 1949. The Principal, Calcutta Madrasah became the Ex-officio Registrar and the Director of Public Instruction, West Bengal was the president of this Board. The Principal was thus the head and the examining authority of the theology based examinations of Alim, Fazil and M.M. and at the same time the Registrar of the High Madrasah Examination which was modernised and totally different from the theology - based Alim examination - a contradiction and a conflicting trend prevailed through this merger under one single head and this created all sorts of complications in the process of modernisation of Madrasah education System and created head blocks till date in West Bengal.

2.7 But still efforts were there always to up date this system on the part of the government of West Bengal to bring the Madrasah in line with the mainstream system and to make the system relevant to the demands of the age.

2.7.1 In the meanwhile the Grant-in-aid system had been introduced in Junior High and High Madrasah Education system by the State Government.

2.7.2 A committee entitled "Review Committee of Madrasah Education 1969 Committee" (G.O. No. 843 - EDN(M) dt. 2.6.69) was appointed in 1969 under the chairmanship of Sri Imaduddin Chowdhury with the following objectives :

- i) to review the entire system of Madrasah education (old & new);
- ii) to submit recommendations for reorganising Madrasah Education on a sound and systematic basis, including recommendations on the contents of studies, method of examinations and other relevant matters of academic interest;
- iii) to suggest the pattern of administration and context and such administrative measures as are necessary for implementing the recommendations;

The said committee adopted the following strategies to collect data such as-

- i) receiving written submission of evidence from individuals and organisations;
- ii) holding informal discussions with men of positions;
- iii) inviting suggestions through press notification;
- iv) writing to leading Madrasahs (old & new) on various academic, examination, enrolment, results, academic staff, their pay etc;
- v) visiting some madrasahs;
- vi) interviewing several organisations and
- vii) holding informal interviews with other persons.

2.7.3 Findings / Recommendations

- i) Lack of inspection of Madrasahs due to want of inspecting staff;
- ii) Roll strength and examination result satisfactory inspite of dearth of teachers;
- iii) lack of financial resource in Madrasahs;
- iv) Senior Madrasahs mainly teach traditional religious subjects through Urdu;
- v) English teaching standard low;

- vi) Both Hindu & Muslim boys and girls are studying in New scheme Madrasahs namely High Madrasah.
- vii) The existing Madrasah Board appears to be totally inadequate to cope with increased volume of work.

2.8 Review Committee, 1977

Again, in 1977 the new Government after coming to power, appointed a Nine-Man Committee with Prof. Mustafa Bin Quasim M.L.A. as its President to go into the details of Senior Madrasah Education system with the following terms of references -

- i) To study the subjects and the present system of education imparted through Senior Madrasahs in the State and to suggest re-orientation of the syllabi in keeping with present day requirements and to suggest steps to bring about qualitative improvements in the teaching method,
- ii) To study the standards of Education imparted through different categories of Senior Madrasahs and determine their equivalence in relation to the Universal system;
- iii) To recommend model staffing pattern of teaching and other employees of different categories of Senior Madrasahs and their minimum requisite qualifications;
- iv) To suggest the minimum academic standard that the Senior Madrasahs should maintain to qualify for grant-in-aid;
- v) To make recommendations for standard scales of pay for the approved teachers and other employees of Senior Madrasahs with due regard to the resources that may be available for the purpose;
- vi) Any other matter that may be referred by the Government to the Committee.

2.9 1st Interim Report

After having carefully considered the present position of the Senior Madrasah in West Bengal the Committee submitted an Interim Report to the Govt. of West Bengal with the following recommendations -

- 1) The committee feels that there should be a standard scale of pay for the approved teachers and non-teaching employees of the Senior Madrasahs in West Bengal. A pay scale was suggested for all category of teachers and non-teaching staff of all recognised Senior Madrasahs under the State Government's Grant-in-Aid Scheme.

The Govt. quickly responded to this interim Report and announced a new pay scales for all these categories of staff of Senior Madrasahs.

2.10 2nd Interim Report

2.10.1 The 2nd Interim Report mainly undertook the task of re-structuring the existing senior Madrasah syllabus. For this the main Committee appointed 'A Syllabus Sub-Committee' for indepth studies on the system and to suggest detailed recommendations.

2.10.2 Findings :

The existing syllabus of Senior Madrasah is not quite suitable for the purpose of preparing the students who are willing to enter modern career.

2.10.3 Recommendations :

- i) After passing the Alim Examination the candidates who are willing to enter the general education course should be provided with the opportunity of getting themselves admitted directly in class - XI of H.S. course;
- ii) The successful candidates in the Alim Examination who are willing to continue studies in classical subjects will get themselves admitted in Fazil 1st year class.
- iii) In order to create opportunity for the willing candidates to make a direct entry into class XI of a Higher Secondary Course after successful completion of Alim Examination a reasonable affinity is to be instituted between the Alim and Madhymik Examination by introducing essential general subjects viz- English, Bengali, Urdu, Maths, Hist, Geography, General Science in the curriculum in the Senior Madrasah courses upto Alim stage.
- iv) In place of existing 8 years of Alim education there should 10 years schooling.

2.11 3rd Interim Report

The Committee reviewed the syllabus and curriculum of Alim (1st & 2nd year) and that of Fazil (1st & 2nd year) and recommended the following :-

- i) that there should be a new course of studies entitled M.U. (Momtazul Udaba) which will be alternative to M.M. & M.F. The proposed course will have a bias on the studies of Advanced Arabic language and literature, both classical and Modern. It will be of 16 years' duration for all M.M/M.F/M.U. course.
- ii) that the present system of 2 years' course will not be sufficient to cover the unfinished portion of essential religious subjects in the Alim stage and to bear the pressure of Advanced course in Arabic

to be studied a new Fazil Course will be introduced;

- iii) There should be a Fazil course of 4 years' duration - divided into 2 parts - i) Fazil part - I and (ii) Fazil part - II - each part having its distinct syllabus.

Thus Senior Madrasah Education will have duration of 16 years- i.e. Alim - 10 years, Fazil part I - 2 years, Fazil part II - 2 yrs. and M.M / M.F / M.U for 2 years.

- iv) The Committee also recommended the level of each of these courses and their equivalence with those of academic standard as are followed in the case of general education as follows :-
- a) Alim examination be considered at par with Madhyamik Examination;
 - b) Fazil part I with H.S. Examination,
 - c) Fazil part - II (Kamil) with Bachelor Degree examination and
 - d) MM/ MF/ MU with Master Degree Examination,
 - v) Steps be taken by the Government for in-service orientation of teachers of Senior Madrasahs.
 - vi) Pattern and other employees of different categories of Senior Madrasahs and their requisite minimum qualifications be decided by the West Bengal Madrasah Education Board.

2.12 Re-oriented Curriculum

Curriculum for classes I & II of Senior Madrasah

i)	First Language : (Bengali/Urdu)	Classes I & II	one paper	50 marks
ii)	Second Language (English)	Class II	informal arrangement	of teaching
iii)	Third Language (Arabic)	Class I + II	one paper	50 marks
iv)	Mathematics	Class I	One paper	50 marks
		Class II	One paper	100 marks
v)	Dinyat Class II	One paper	50 marks	
vi)	Physical Culture	Class I + II		50 marks
Total marks 250 for Class I				
Total marks 300 for Class II				

2.13 Curriculum for Classes III to V of Senior Madrasah

i) First Language (Bengali or Urdu)	Classes III to V	one paper	100 marks
ii) Second Language (English)	-do-	one paper	100 marks
iii) Third Language (Arabic)	-do-	one paper	100 marks
iv) Mathematics	-do-	one paper	100 marks
v) Life Sc. & Physical Sc.	-do-	one paper	50 marks
vi) History & Geography	-do-	one paper	50 marks
vii) Dinyat	-do-	one paper	50 marks

Total marks 550 for classes III to V

2.14 Curriculum for classes VI to VIII of Senior Madrasah

i) First Language (Bengali or Urdu)	Classes VI to VII	one paper	100 marks (including 10 marks alloted for oral)
ii) Second Language (English)	-do-	one paper	100 marks
iii) Third Language (Arabic)	-do-	one paper	100 marks (including 10 marks alloted for oral)
iv) Mathematics	-do-	one paper	100 marks
v) Physical Science	-do-	one paper	50 marks
vi) Life Science	-do-	one paper	50 marks
vii) History	-do-	one paper	50 marks
viii) Geography	-do-	one paper	50 marks
ix) Dinyat	-do-	one paper	100 marks

Total marks 600 for classes VI to VIII

2.15 Curriculum fo classes IX & X i.e., Alim classes of Senior Madrasah

i)	First Language (Bengali or Urdu)	classes IX & X	one paper	100 marks (including 10 marks for oral exam.)
ii)	Second language (English)	-do-	one paper	100 marks
iii)	Third Language (Arabic)	-do-	one and half paper	150 marks (including 10 marks for oral exam.)
iv)	Mathematics	-do-	one paper	100 marks
v)	Physical Science	-do-	one paper	50 marks
vi)	Life Science	-do-	one paper	50 marks
vii)	History	-do-	one paper	100 marks
viii)	Geography	-do-	one paper	50 marks
ix)	Hadith	-do-	one paper	100 marks (including 10 marks for oral)
x)	Tafsir	-do-	one paper	100 marks (including 10 marks for oral)
xi)	Fiqh	-do-	one paper	50 marks
xii)	Faraid	-do-	one paper	50 marks
				<hr/> 1000 marks
Any addl. subject- one paper				<hr/> 100 marks
Total :				<hr/> 1100 marks

2.15.1 Addl. subjects (Any one of 100 marks)

Biology, Chemistry, Persian, Physics, Bengali, Urdu

The ratio of Theology and General subjects marks thus stood at 30:70 at the Alim stage i.e. 300 marks in Theology subjects and 700 marks in compulsory general subjects.

2.16 Curriculum for Fazil classes of Senior Madrasah

i)	Arabic-Fazil	1st and 2nd year	Four papers	400 marks-Each paper of 100 marks
ii)	Hadith-	"	one paper	100 marks
iii)	Tafsir	"	one paper	100 marks
iv)	Fiqh	"	one paper	100 marks
v)	Kalam	"	one paper	100 marks

vi) Usul	"	"	one paper	100 marks
vi) Tarikh-ul-Islam	"	"	one paper	100 marks
				<u>1000 marks</u>

2.16.1 Any one Addl. Subject consisting of two papers 200 marks each paper of 100 marks

Total : 1200 marks

2.16.2 Addl. Subjects : English, Persian, Bengali, Urdu

2.17 Curriculum for Kamil classes of Senior Madrasahs

i)	Arabic	1st & 2nd year	Four papers	400 marks-each paper of 100 marks
ii)	Hadith	"	"	one paper 100 marks
iii)	Tafsir	"	"	one paper 100 marks
iv)	Fiqh	"	"	one paper 100 marks
v)	Kalam	"	"	one paper 100 marks
vi)	Usul	"	"	one paper 100 marks
vii	Tarikh-ul-Islam	"	one paper	100 marks
				<hr/>
Total :				1000 marks

2.18 Curriculum of Mumtazul Muhaddethin classes of Senior Madrash (M.M.)

i) Hadith - M.M.1st and 2nd year	Seven papers	700 marks - each paper of 100 marks
ii) Tafsir	" "	Two papers 200 marks - each paper of 100 marks
iii) Tarikh-ul-Islam	" "	one paper 100 marks
		<hr/>
		Total : 1000 marks

As may be seen from the above, the re-oriented curriculum tried to accommodate some essential basic subjects at the Alim level.

2.12 The State Govt. accepted the above recommendations of this Committee, submitted in 1982, within a short time. The Board, accordingly, introduced the Re-oriented Curriculum and Syllabus from 1982 onwards. Keeping parity with the West Bengal Board of Secondary Education. Alim was declared equivalent to Madhyamik Examination in 1992. Post of 4 General subject teachers were appointed in Senior Madrasahs at the Alim stage. (Salaries and service condition of teaching and non-teaching staff of these Madrasahs were brought at par with those of High Schools and High Madrasahs. The Heads of Senior Madrasahs were granted scales of pay at par with those of Headmasters of High School and High Madrasahs with effect from 1993.) Bachelor Degree and Master Degree with B.ED. were essential

qualifications for them in addition to M.M / M.F. This status of equivalence for Alim Examination opened the gates for Senior Madrasah students to pursue general education upto Post-Graduate level, if they so desire, after passing the 10 class Alim Final Examination. The fact that many such students have availed of such advantages by getting admission into Higher Secondary courses and later into Under-graduate and Post-Graduate level.

2.13 (The Board at present conducts Alim, Fazil, Kamil and M.M Examinations at the end of class 10+2 years. Kamil (Fazil part - II) after 2nd year and MM after 2nd year.)

2.14 Subsequently, the State Government sent the Committee recommendations to the West Bengal Council of Higher Secondary Education and the University of Calcutta to issue equivalence to Fazil part - I as equivalent to Higher Secondary Examination and to Fazil part - II (Kamil) & MM/MF/MU as equivalent to B.A & M.A examination respectively. But till date neither Higher Secondary. Council nor the Calcutta University has come forward in this regard on the ground that the curriculum and syllabus of these stages had no relevance with those of the Higher Secondary & Under-graduate and Post-Graduate courses.

2.15 The Education Committee headed by Dr. Ashok Mitra (1991-92) also took into consideration the Madrasah Education problems and recommended for strengthening the Madrasah Board and improvement of Madrasah Education.

2.16 Senior Madrasah System

This system of education has been brought under Terms of Reference in Sl. No. 1 & 2. This system had been throughly re-oriented and updated by the Committee appointed in 1969-70 and in 1978 and it has been categorised as follows :

i)	Alim Level	10 years
ii)	Fazil "	2 years
iii)	Kamil "	2 years
iv)	MM/MF "	2 years

2.17 ALIM

At present the Alim Curriculum has been made equivalent to Madhyamik Pariksha. The Alim stage comprises of X classes with break up of (a) I-V primary (b) VI-VIII middle and (c) IX-X Alim. It is found from the existing curriculum pattern of different classes that curriculum for class I-

V which should be similar to primary level has some distinct deficiencies in regard to inclusion of subjects and also in allotment of marks and in content matters.

2.17.1 In the curriculum for classes VI-VIII also there are similar deficiencies.

2.17.2 The curriculum for class IX & X (Alim-Madhyamik level) has gross variation with reference to the level of Madhyamik Pariksha and hence the curriculum and syllabus of all these three levels need re-organization and re-orientation.

2.17.3 It is found from practical performance of the Alim students at the Higher Secondary and Graduate level that (the academic competence of these students are very poor.) Neither they have proper competence in theology nor they have due competence in general academic subjects and they are, in most cases, the most unsuccessful students group at the Higher Secondary and college level. These should be corrected and looked into. The quality level must be ensured and comparability be achieved.

2.17.4 It is also found that the enrolment at this stage is very and the course is not attractive. Sometimes the number per Madrasah does not go beyond 10 - 15 at the Alim Final Examination and this indicates that the curriculum pattern should be such that it would have both theological, general and vocational components to attract more students and that community people may feel interested in sending their wards for better learning and vocational training.

2.17.5 At present it is also found that more and more girls are getting enrolled at the primary and middle level of Senior Madrasah.

2.18 HIGH MADRASAH SYSTEM OF EDUCATION

In this system there are two categories of madrasahs viz -

- i) Junior High Madrasah (classes V to VIII) and
- ii) High Madrasah (classes V to X)

2.18.1	1948-49	1977-78	2000-2001
i) No. of recognised Junior High Madrasahs	86	71	166
ii) No. of recognised High Madrasahs	07	92	238
	<hr/> 184	<hr/> 163	<hr/> 404

2.18.2 Out of 404 madrasahs only one madrasah i.e., Hooghly Madrasah (III-X) is a Government Madrasah. The remaining Madrasahs are Govt. aided. The system follows secondary pattern of education in full. In addition to general subjects taught at the secondary stage of education in West Bengal,

Arabic language and Advance Arabic (Dinyat) have been included in the curriculum as compulsory and Compulsory Optional subject.

2.18.3 The students who pass from Primary Schools (class I to IV) under West Bengal Board of Primary Education are admitted in class V of these Madrasahs. At present many non-Muslim students are also studying in the Madrasahs.

2.26.4 Academic

a) Junior High Madrasah

Following compulsory subjects have been prescribed at this stage.

	No.of Paper	Qualifying Marks	Pass Marks	Total Marks
i) First Language (Bengali/Urdu)	1	20	34	100 (Including 10 marks alloted for viva)
ii) Second Language (English)	1	20	34	100 -
iii) Mathematics	1	20	34	100 -
iv) Physical Science (VI-VIII)	1	20	34	100 (including 10 marks alloted for viva)
v) Life Science	1	20	34	100 -do-
vi) History	1	20	34	100 -do-
vii) Geography	1	10	17	50 -
viii) Arabic & Advance Arabic (Dinyat)	1	x	34	100 -
ix) Physical Education and Work Education	-	x	17	50 -
Total :			272	800

2.26.5 High Madrasah

Compulsory subjects prescribed at this stage are as follows :

2.26.5.1 I-Language Group

i) First Language (Bengali/Urdu)	2	40	68	200 (including 20 marks alloted for viva)
-------------------------------------	---	----	----	--

ii) Second Language (English)	1	20	34	100
Group Total			<u>102</u>	<u>300</u>

2.26.5.2 II-Science Group

iii) Mathematics	1	20	34	100
iv) Physical Science	1	20	34	100
(10 marks allotted for viva)				

v) Life Science	1	20	34	100 -do-
Group Total			<u>102</u>	<u>300</u>

2.26.5.3 III - Social Sciences Group

(10 marks allotted for viva)

vi) History	1	20	34	100
v) Geography	1	10	17	50
Group Total			<u>51</u>	<u>150</u>

2.26.5.4 IV - Arabic or Advance Arabic

(As per option of candidate) 1	x	34	100
Grand Total :		<u>289</u>	<u>850</u>

2.26.5.5 In addition, a candidate out of two papers at (iv) above has to opt one paper of 100 marks as "compulsory optional" and the other one as compulsory paper. Qualifying and pass marks have not been fixed for compulsory optional paper. However, the marks secured above 34 in compulsory Optional paper are added to the total marks for securing division.

2.26.5.6 The students also have the liberty to offer one of the following subjects each of 100 marks as additional.

(i) Addl. Mathematics (ii) Physics (iii) Chemistry (iv) biology (v) Logic (vi) Economics & Civics (vii) Home Science (for female candidates only) (viii) Islamic History (ix) Addl. Geography (x) Book keeping (xi) Elements of Journalism (xii) Physiology and Hygiene (xiii) Business Method and Correspondence (xiv) Elements of Agriculture & Horticulture (xv) Animal Husbandry including poultry farming (xvi) Pisciculture (xvii) Sewing and Needle works (for female candidates only) (xviii) Bengali (xix) Urdu (xx) Physical Education and Work Education.

2.26.5.7

Compulsory papers	850	marks
Compulsory Optional paper	100	"
Additional paper	100	"
<hr/>		
Total :		1050

2.26.5.8 The public examination entitled 'High Madrasah Examination' conducted at the end of class X is equivalent to Madhyamik Pariksha (School Final) of West Bengal Board of Secondary Education.

2.18.4 The curriculum and syllabus of the Junior High and High Madrasahs, text books, administration, staff pattern, mode of appointment, scales of pay (teaching and non-teaching) and examination system are similar to those of the W.B. Board of Secondary Education.

2.18.5. The public examination entitled 'High Madrasah Examination' conducted at the end of class X is equivalent to Madhyamik Pariksha (School Final) of West Bengal Board of Secondary Education.

2.19 Recognition and upgradation procedure

The Madrasahs seeking recognition have to apply in the prescribed form to the Madrasah Board. The Board maintains a register of applicant Madrasahs.

2.19.1 The State Government does not seem to have any definite policy or programme for setting up new Madrasahs or according recognition to organised ones though the Central Government has definite criteria for setting up of new schools, may be junior high or High or Higher Secondary School.

2.19.2 Upto 1977, the State Government used to declare quota for sanction of new Madrasahs. The Board on its own had to arrange inspection of the applicant Madrasahs. On the basis of the report of inspection, the Board in its meeting usually selects Madrasahs and accords recognition.

2.19.3 After 1977, there was a change in the policy. The list of applicant Madrasahs used to be forwarded to the Education Department after declaration of District-wise quota by the State Govt. The State Govt. through Director of School Education and District Inspector of Schools used to arrange inspection of the enlisted Madrasahs. There was a Central Committee at the Directorate level who, after scrutiny of the inspection reports, used to draw up District-wise priority list of eligible Madrasahs and forward the same to the State government. The State Government

would forward the said list to the Board within the financial parameter of the Department with its recommendation for granting recognition.

- 2.19.4 Lately, there has been further change in policy. On receipt of the list of applicant Madrasahs from the Board, the State Government through District Level Inspection Team arranges inspection of Madrasahs and selects them on the basis of inspection report and within the financial parameter of the Department for the purpose of that financial year.
- 2.19.5 After selection, the State Government forwards the list to the Board with recommendation for granting recognition. The Board then issues recognition order.
- 2.19.6 In respect of Junior High and High Madrasahs, the District Level Inspection Teams have been constituted by the State Government.
- 2.19.7 At present more than 400 madrasahs (both Junior High and Senior) recorded in the register of Board are awaiting recognition. The accumulation of large number of applications following slow process of their disposal forced the Board in 1997 to decide not to accept any further application for recognition of new Madrasahs until further order.
- 2.19.8 The upgradation of Junior High Madrasahs (V to VIII) to High Madrasahs (classes IX and X) is decided by the State government, who on its own arranges inspection, makes selection and recommendation to the Board for granting upgradation. At present there are 166 recognised Jr. High Madrasahs awaiting upgradation.
- 2.19.9 Prior to 1977 the Board used to grant permission to unrecognised Madrasahs and recognised Junior High Madrasahs to send up their students at Alim & High Madrasah Examinations. The practice was discontinued in 1980 under order of the State Govt.

2.20 **Reservation of posts in Madrasahs**

In view of 100 Point Roster for reservation of vacancies, the madrasahs are finding it difficult to fill up the posts of teachers having M.M./M.F./F.M. qualifications in general as Scheduled Castes/Tribe candidates having M.M./M.F./F.M. qualifications are not available.

- 2.20.1 Similarly, Urdu medium Madrasahs are finding it difficult to fill up the teaching posts under reserved category.

- 2.20.2 The procedure for dereservation being complicated and time consuming, the posts in the Madrasahs remain vacant years after years for which students have to suffer.

2.21 Expansion of Madrasah Education

The State Govt. is willing to extend the benefit of education to all the population in the State including the education of the Minorities, SC and STs. So there has been a steady increase in the No. of Madrasahs at all levels –

	Jr. High	High	Sr. Madrasah
1948-49	86	07	04
1977-78	71	92	75
2000-2001	166	238	102 (excluding Calcutta Madrasah)

2.21.1 No. of students appearing at different examinations :

	Jr. High	H.M.	Alim	Fazil	Kamil	M.M./M.F.
1948-49	1336	229	–	–	–	–
1977-78	3433	567	388	–	–	233
2000-2001	16004	1306	357	201	–	172

- 2.21.2 Also the Govt. sanctioned many new teaching and non-teaching posts for the better management of academic and administrative matters of different Madrasahs.

2.22 MEASURES TAKEN TO IMPROVE MADRASAH EDUCATION AT A GLANCE

Decentralisation in Madrasah Education

- 2.22.1 The West Bengal Board of Madrasah Education was declared a Statutory body w.e.f 1st April '95 under the West Bengal Board of Madrasah Education Act, 1994 for undertaking policies and programmes for the development of Madrasah education. West Bengal is the first State in India to have established this Autonomous Board for upliftment of Madrasah Education.

2.22.2 Strengthening of Madrasah Board

- a) In 1981, the State Govt. accorded administrative approval for the construction of the new Board's Building at the expense of Rs. 15 lakhs at 19, Haji Md. Mohsin Square, Kolkata - 700016.

It was inaugurated by the then Hon'ble Chief Minister, Sri Jyoti Basu in 1992.

- 2.22.3 b) The State Govt. also sanctioned 10 additional posts in the Board in 1996-97 for the better management and monitoring of the expanding Madrasahs at different levels. Of late, the Govt. is sympathetically considering the creation of further posts in the Board. The additional posts have not yet been filled in as the Service and Recruitment Rules are pending with the State Govt. for approval.
- 2.22.4 c) A move has been taken up by the Govt. to allot a new plot for the Board's administrative office at Salt Lake measuring 20 kattahs – a step necessary to meet the modern expanding demands of Madrasah education in the 21st century.
- 2.22.5 d) The Board, as it is informed, had already requested the Government along with all necessary technical papers for introducing automation in its office. The proposal is lying pending with the State Government. The Committee, requests the state government, to expediate the matter.

2.22.6 Quality Improvement Programmes

i) Collaboration with SCERT, West Bengal

- a) Orientation-cum-workshop of all Science teachers of Jr. High and High Madrasah in the State;
- b) Orientation of English teachers of High and Senior Madrasah of Calcutta and South 24-Parganas. More programmes to be followed.
- c) Orientation-cum-workshop of Science teachers of 58 Senior madrasahs. Steps being taken to cover the rest.

2.22.7 Collaboration with WBDPEP

- a) The Govt. has included the primary section of Senior Madrasah within the fold of the WBDPEP. So far the Board has undertaken the project of 'Status Survey of Senior Madrasah' (Primary Section) by organising workshop of Superintendents with financial assistance from the WBDPEP.
- b) The Board had already issued TLM grants to 4 Senior Madrasahs @ Rs. 500/- each;

- c) Similarly, 62 Senior Madrasahs had been given contingency grants @ Rs. 2000/-
- d) Also 60 Senior Madrasahs had been sanctioned Book Grant @ Rs. 500/-.

2.22.8 Collaboration with UNICEF

Step is being taken to open consultations with the UNICEF to undertake projects in respect of female education, child labour etc. – a move likely to strengthen the Madrasah Education through international exposure.

2.22.9 Collaboration with the West Bengal Board of Primary Education

Initiative has been taken to link the education of Primary Section of Senior Madrasah with Board of Primary education. A joint orientation programme was launched to develop a Common Resource Group for the orientation of Primary level teachers at the district level.

2.22.10 Collaboration with Rabindra Mukto Vidyalaya

Step are being taken to bring drop out students under open School System.

2.22.11 Guidelines with the object of improving academic affairs in the administrative functioning of the Madrasahs have been framed and issued in Bengali and English version with direction for submission of annual work report each year by the Madrasahs.

2.22.12 Steps being taken to set up Question Bank

2.22.13 No. of additional subjects in High Madrasahs already being increased.

2.22.14 Management Rules and Appeal Regulation, have already published. Examination Rules, Election Rules and Endowment Rules under the Act. 1994 had been already sent to the State Government for approval. The State Government should take necessary step for approval.

2.22.15

- i) Setting up of Endowment Fund for meritorious candidates.
- ii) Awarding prizes to the first three successful girl candidates at Alim level.
- iii) Awarding 'Divisions' to Compartmental passed candidates.

2.23 Printing and Publications

- i) Scheme under consideration for printing of text books by the Board.
- ii) Effort is being made to the publication of Board's own journal titled 'Madrasah Darpan' for popularising Madrasah Education and for highlighting problems and prospects of Madrasah education. Already four issues had been published and these have won wider appreciation.

2.24 West Bengal Board of Madrasah Education at National Level

2.24.1 Admission of this Board to the membership of COBSE

The Board applied to the Council of Board of School Education in India (COBSE) for its membership and the Executive Committee of the COBSE in its meeting dated 10th December, 2001 decided to admit this Madrasah Board to the membership of COBSE. This Madrasah Board is the first of its kind in all over India to have been enrolled as member of COBSE.

2.24.2 Participation of this Board in the activities of NCERT, New Delhi

This Board applied to the National Council of Educational Research & Training, New Delhi, for enlistment and desired to participate in all its activities. The authorities of NCERT, New Delhi, has confirmed enlistment of this Madrasah Board in its mailing list and has desired our participation in the activities of NCERT for upliftment and universalisation of school education in India.

2.24.3 National Council for promotion of Urdu Language (NCPUL)

This Board has been associated with the activities of NCPUL. Though Urdu-medium Madrasahs are very few yet we have taken interest in promotion of Urdu Language.

Table : 9

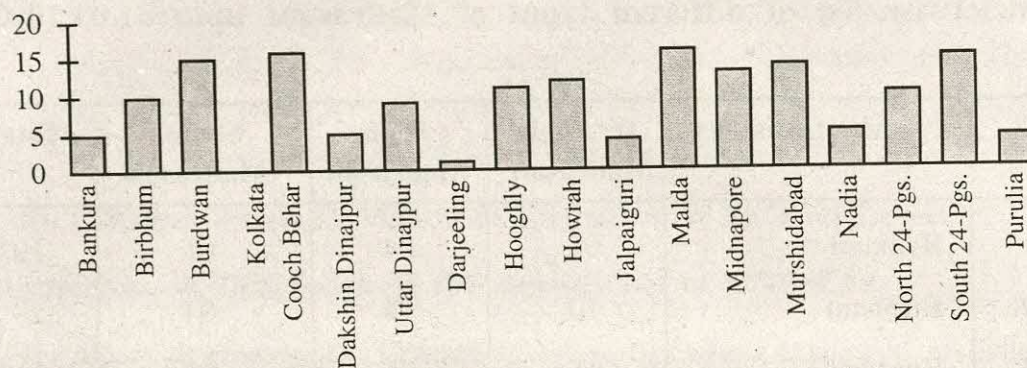
Madrasah Education

Districtwise list of different types of Madrasahs upto 31.03.2002

Sl. No.	Name of District	Jr. High Madrasah	High Madrasah	Senior Madrasah	Total
1.	Bankura	05	04	01	10
2.	Birbhum	10	14	04	28
3.	Burdwan	15	16	03	34
4.	Kolkata	--	08	02	10
5.	Cooch Behar	16	05	02	23
6.	Dakshin Dinajpur	05	07	04	16
7.	Uttar Dinajpur	09	06	05	20
8.	Darjeeling	02	01	--	03
9.	Hooghly	11	16	09	36
10.	Howrah	12	13	03	28
11.	Jalpaiguri	04	03	01	08
12.	Malda	16	38	14	68
13.	Midnapore	13	14	05	22
14.	Murshidabad	14	43	16	73
15.	Nadia	05	09	04	18
16.	North 24-Parganas	10	18	17	45
17.	South 24-Parganas	15	23	12	50
18.	Purulia	04	--	01	05
	Total	166	238	103	507

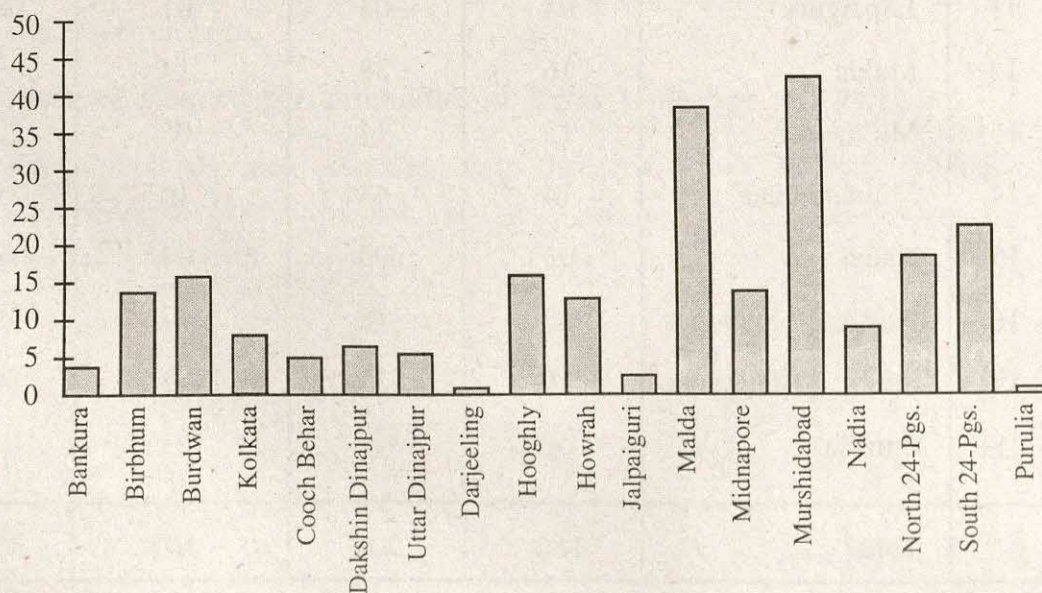
N.B. : Out of 507 Madrasahs Calcutta Madrasah and Hooghly Madrasah are Government Madrasahs.

Table : 10

Number of Jr. High Madrasah in districts as on 2001

Source : WBBME

Table : 11

Number of High Madrasahs in the districts as on 2001

Source : WBBME

Table : 12 Number of Senior Madrasahs in the districts as on 2001

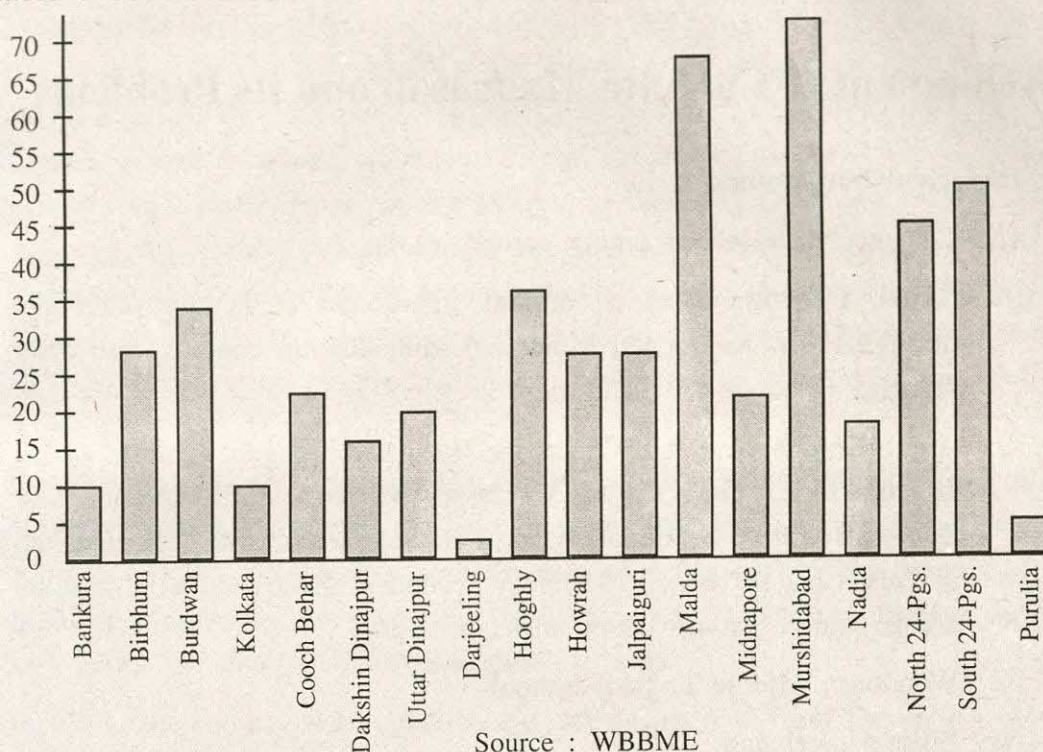
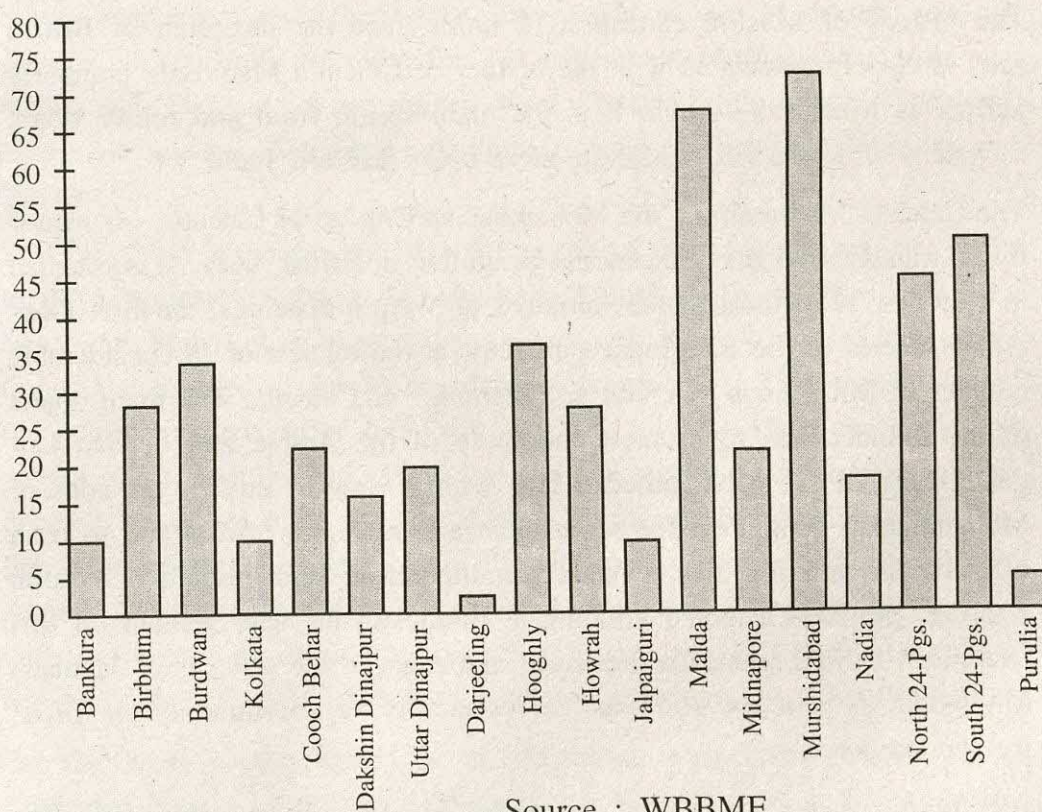


Table : 13 List of Total Madrasahs in the districts as on 2001



Chapter - IV

Development of Calcutta Madrasah and its Problems

4.1 Historical background

The Calcutta Madrasah originally comprises the –

- i) Arabic Department which imparts instruction in Islamic Theology through Fazil, Kamil and Mumtazul Muhaddethin courses with Principal as Head of the Institution.
- ii) Anglo-Persian Department. having Urdu and Bengali medium of instruction from classes I to V, classes VI to X (affiliated to West Bengal Board of Secondary Education), classes XI and XII affiliated to West Bengal Council of Higher Secondary Education with separate administrative set up under a Headmaster.
- iii) Woodburn Middle English School
- iv) Elliot Hostel and
- v) Muslim Institute

4.2 The history of Muslim education in India since the inception of British rule, is closely associated with the history of Calcutta Madrasah, popularly known as Madrasah-i-Aliah. It is the main spring from and round which a system of Madrasah education grew up in Eastern India.

4.3 The Calcutta Madrasah or "the Mohammedan College of Calcutta, (as named by its founder) the first educational institution in British India, was founded in October, 1780 through the initiative of Warren Hastings, the first Governor-General of the East India Company, at the request of "a considerable number of Mussalman of credit and learning" of Calcutta. The main object of the founder was to promote the study of the Arabic and Persian languages and of the Mohammedan law, with a view to qualify the sons of Mohammedan gentlemen for responsible and lucrative offices and to train officers for running the revenue administration and judiciary. Warren Hastings provided a rented building at Baithakkhana near Sealdah for this "Seminary of Mohammedan literature" and engaged the services of Maulana Majduddin as Superior who was "represented to be uncommonly qualified" for the purpose.

4.4 Due to the inconvenience in the rented building, Warren Hastings pur-

chased a piece of land and erected a suitable building for the college at Padmapukur area in 1781. Up to April 1782 Warren Hastings, defrayed all the expenses of the college from his private purse which was afterwards charged out of the Company. The Board of Directors, at the recommendation of Warren Hastings, assigned in 1785, by a Sanad, a landed property named "Madrasah Mahal" in the district of 24-Parganas of the estimated value of Rs. 29,000 per annum for the support of the Madrasah and introduced certain rules for its management. The Naib Nazim was also instructed to recruit the students of the Madrasah as vacancies occurred in the Foujdari Courts, on production of certificates of efficiency from the Superior.

- 4.5 In 1788, due to some unavoidable circumstances, Sir John Shore, the then Governor-General abolished the post of Superior and undertook the administration of the funds together with the general reformation of the Madrasah. Maulana Majduddin was made the Head Preceptor (Modarres-i-Awwal) and was given the charge of internal administration.
- 4.6 In 1791, an enquiry was conducted under instruction from the Board of Revenue to inquire into mismanagement in the Madrasah. On the report of the Enquiry Committee, a reorganisation took place. A Committee of Superintendence for the future governance of the Madrasah was appointed and a body of rules for managements of the Madrasah was drawn up. The studies prescribed were Natural Philosophy, Theology, Law, Astronomy, Geometry, Arithmetic, Logic, Rhetoric, Grammar and Oratory.
- 4.7 In 1795, Raja Iswarchandra Roy, Zamindar of Nuddea, asserted his claim to the proprietary right of the Madrasah Mahal and as such in 1800, the Madrasah Mahal was made over to him and thence forward the whole financial liabilities of the Madrasah were borne by the Government out of the public treasury. After some time the office of the Head Preceptor was passed from Moulvi Md. Israil to Moulvi Mohee-oo-din and upon his decease the duties of it was, for a time, performed by Moulvi Ameen-oolah so much to the satisfaction of the Governor-General-in-Council that in August 1806, the Government conferred upon him a gratuity of Rs. 5000 with a Khelaut of investiture into that office, which it was determined, should be thenceforward filled by regular succession among the Preceptors.
- 4.8 On the basis of the report of the Madrasah Committee for the better superintendence of the Madrasah, the office of the European Secretary was

conferred upon Captain Irvine of the 4th Native Infantry and the office of the Head Preceptor was conferred upon Moulvi Md. Salar in July 1819. The Government at the same time sanctioned a sum of Rs. 30,000 per annum for the maintenance of the Madrasah from the public treasury.

- 4.9 As per report of the Committee of Superintendence a "Library receptacle of Arabic and Persian works" was started out of the savings of the year amounting to Rs. 6818-3-7. In October following, certain rules and regulations were introduced in the Madrasah and according to which the first Annual Examination of the Madrasah was held in the Town Hall on 15th August, 1821 in presence of many respectable officials and gentlemen of Calcutta, inspite of serious oppositions from the Preceptors and the students. The result was particularly satisfactory. This was the **first public examination** held in British India. The second and third examinations took place in the month of May, 1822 and January, 1823 respectively; the result of which were considered favourable.
- 4.10 In 1823, Mr. John Adam, the temporary successor of Lord Hastings instituted a body, the General Committee of Public Instructions for the purpose of ascertaining the state of public education in this part of India. The proposals of the Madrasah Committee were referred to it for consideration. From this time and so long as the General Committee continued in existence, the affairs of the Madrasah were managed through a sub-committee assisted by a Secretary.
- 4.11 In the furtherance of their reforms in the Madrasah, the Madrasah Committee felt the necessity of appointing an Indian Assistant to the Secretary (Dr. Lumsden) and Hafez Ahmed Kubeer was chosen for the post in 1823. He was a scholar of extra-ordinary qualities.
- 4.12 In consequence of the unhealthiness and also of other inconveniences of the original site of the Madrasah building, the Government resolved in June, 1823, to construct a new building in a more suitable locality known as Kallinga (Now Haji Md. Mohsin Square, previously Wellesly Square) and occupied chiefly by Mohammedans. The **"INSCRIPTION"** on the plate placed under the Foundation Stone shows that JOHN PASCAL LARKINS, Esquire Provincial Grand Master of the Fraternity of Free Masons in Bengal laid the Foundation Stone of this Edifice **"the Moham-medan College of Calcutta"** on the 15th July, 1824 and the establishment moved into the new two storeyed building in August, 1827. The Madrasah is housed in this building till now.

- 4.13 In the meantime, the British rulers felt the necessity of extending the facilities of **Medical education** among the Muslims. So in the year 1826, a medical class was instituted in the Madrasah. In the year 1827, the examinations were held in Arabic, Logic, Rhetoric, Philosophy, the elements of Euclid, Arithmetic, Algebra and Medicine. The progress of the students was reported to have exceeded that of the preceding year. For further development in the medical class, Dr. Breton, the Professor of Medicine, had been authorised to obtain supply of medical tracts and a skeleton had been purchased for the use of the Medical class. Orders had also been given for translating into Arabic an anatomical work, published by Mr. John Tytler. *This medical class in the Calcutta Madrasah was the first of its kind in India and continued till the establishment of the Calcutta Medical College in the year 1836.* The students of the Madrasah were permitted to get themselves admitted in the Calcutta Medical College.
- 4.14 Attempts were made several times, by the authorities to introduce English classes in the Madrasah in 1826, 1829, 1833 and 1839. Attendance in the English classes were even made compulsory but with no success. The authorities then tried to attract students by increasing stipends for the English class. Even this allurements failed to attract students in English classes. Meanwhile in the year 1837, by a Despatch, *the Government abolished Persian* to make room for English as official language. This event gave a death blow to the interest and aspiration of the Muslims in general and the Madrasah students in particular. One more attempt was made to teach English in the Madrasah in 1839 by opening Anglo-Arabic Department. But this also failed. In fact during the years between 1829 to 1851, the Madrasah produced only two Junior Scholars : Abdul Latif (Later on Nawab A. Latif Bahadur, D.J.E., founder of Mohammedan Literary Society) and Waheedun Nabi.
- 4.15 The reasons for the failure of the attempts of the authorities to introduce English in the Madrasah are not far to seek. English was always introduced as a subject outside the Madrasah course and as such it was an additional burden to the students. Moreover the Muslims, who held their religion above everything else did not take kindly to English education, altogether divorced from religious education.
- 4.16 In 1842, on the abolition of the General Committee of Public Instruction and the establishment of the Council of Education, the Madrasah

Sub-Committee was done away with, and the Secretary directly corresponded with the Council on all matters connected with the Institution. In 1850, on the suggestion of the Council, Dr. Alloys Sprenger, a well known Oriental Scholar was appointed Principal of the Madrasah College. The Head teacher, who had been hitherto designated as Preceptor became Head Professor or "Modarris-i-Awwal".

- 4.17 In 1851, some important changes were introduced into the Government educational institutions in Calcutta and by a concourse of circumstances the Madrasah fell into the plan. That originated in the appointment of Dr. Sprenger as Principal of the Madrasah and the reforms which he, without the concurrence or authority of the Council of Education, introduced into the studies and discipline of the Institution. A disturbance took place. Finally a Committee of the Council of Education was appointed to enquire into and submit a full report on the causes of misunderstanding and the measures that were necessary for remedying them.
- 4.18 The Committee submitted its report in 1853 according to which in 1854, the Anglo-Arabic Department of the Madrasah was abolished and in its stead an English school in the name of *Anglo-Persian Department* was established under the direct control of the Principal, Calcutta Madrasah upto the standard of Junior English Scholarship. This School is existant till now and affiliated to W. B. Board of Secondary Education and W. B. Council of Higher Secondary Education. The Arabic Department of Calcutta Madrasah was devoted entirely to Arabic and theology teaching. A branch school at Kallinga was open, under the supervision of the Principal of Calcutta Madrasah for the education of the Muslim boys of lower class; such boys, in fact, as could not be admitted in the Anglo-Persian Department of the Madrasah owing to their inability to produce the necessary certificate of respectability or Sharafatnama.
- 4.19 Now, at this juncture came the famous Despatch of 1854, which opened a new era in the history of Indian Education. As a result of this Despatch, the University of Calcutta was established in 1857, which developed and organised the English system of education. Although this Despatch suggested the Mohammedan Madrasah as "worthy of being affiliated to the Universities", the Calcutta Madrasah was left out of the pale of Calcutta University. However the **Anglo-Persian Department was affiliated to the Calcutta University in 1866** upto F.A. Class. In 1855, the Presidency College was established and the students of Arabic Department, Calcutta Madrasah were permitted to get admission in the Presidency College.

4.20 The year 1857 is remarkable for the great War of Independence. The British rulers took this war as the last bid of the Muslims for regaining power. So to them were attributed all the horrors and calamities of that terrible time. It was the Muslims, who, in fact, had to pay the greater penalty for the revolt. The Muslims of Bengal, however, shared the fate of their co-relegionists in other provinces. The Government maintained a suspicious attitude all through the period of war and after. The suspicion of the ruling class towards Muslims of Bengal were specially expressed in a controversy over the subject of propriety of maintaining the Calcutta Madrasah at Government cost. The Lt. Governor was led by the letters of W.N. Less, the then Principal of the Madrasah, to think that it was a "Nursery of disaffection." The reasons for this suspicion were well detected by W.W. Hunter in his book "The Indian Musalmans." He observes :
 "About eighty percent of them (i.e. students of Calcutta Madrasah) came from the fanatical Eastern Districts (Chittagong, Sandwip and Shahbazar sent the majority) they hate the sight of an Englishman. The present Headmaster is the son of one of the leading Doctors, whom the Mutiny of 1857 brought to the front and who expiated his crimes by transportation for life to an island in the Indian ocean.

4.21 In view of this suspicion, Mr. F. Halliday, Lt. Governor of Bengal in April 1858 asked the opinion of the Director of Public Instruction after consultation with Principal Less as to whether there was any advantage in maintaining the Madrasah any longer at the cost of the State. Principal Less submitted an elaborate report in which he reviewed the question politically, educationally and financially and suggested some reforms for the betterment of the Madrasah instead of its abolition. In spite of this, Lt. Governor, in an official Minute on 15th September, 1858 recommended, with the concurrence of the Director of Public Instruction of the Government of India that the Calcutta Madrasah or rather the Arabic Department of it should be abolished, the Anglo-Persian only being retained; that Arabic Professorships might instead be attached to the University or Arabic chairs established in the Calcutta Presidency College. But the Government of India, in July, 1860, rejected the idea of abolishing the Madrasah and instead suggested its improvement by giving additional authority to its Principal and the Arabic Department of the Madrasah continued to exist as before.

4.22 In 1864, the Government of India by an order **abolished the appointment of Muslim Quazi and Assessor**. This order greatly hampered the interest

of the students of the Madrasah who monopolised those posts so long.

- 4.23 During the years from 1860 to 1869, "as continued dissatisfaction expressed by intelligent Mohammedan gentlemen at the Presidency as regards the Calcutta Madrasah, an institution to which much value was attached by the Mohammedan Community" had reached the Bengal Government from various sources, the Lt. Governor was induced, in July 1869 to direct an enquiry into the condition and management of the institution. A committee was appointed, composed of C.H. Campbell, Commissioner of the Presidency Division, I. Switchiffe, Principal of the Presidency College and Moulvi Abdul Latif, then a Deputy Magistrate. This was the first committee of its kind. The Committee reported on 1st December, 1869 at length. The proceedings of the Committee excited great interest among the Muslims of Bengal who appreciated this attempt on the part of the Government to improve their educational institutions. Some reforms were introduced in the Calcutta Madrasah and the Hooghly Madrasah according to the suggestion of the Committee. Again in 1871, a Madrasah Committee was appointed with Chief Justice Norman as President and Nawab Abdul Latif as Secretary. The suggestions of 1871 were recommended by the Govt. of India in 1873 and certain changes in the Madrasah Education in Bengal took place. The system of production of Sharafatnama at the time of admission in the Calcutta Madrasah was abolished, Mohsin Fund was employed exclusively for the education of the Muslims and three Madrasahs at Dacca, Rajshahi and Chittagong were established out of this fund.
- 4.24 The Education Commission popularly known as Hunter Commission was appointed in 1882 with W.W. Hunter as its President to review the whole Education System of India. According to the suggestions of this Commission certain reforms were introduced in 1884, specially in the Calcutta Madrasah which were epoch making. Nawab Abdul Latif and Justice Ameer Ali played a vital role in this respect.
- 4.25 So long the ground floor of the Madrasah building was used as the Hostel of the Madrasah, which proved insufficient. In the year 1896 Madrasah Elliot Hostel was founded for the accommodation of the Madrasah students. The three storied building was constructed as a mark of respect to the life long services of Nawab Abdul Latif Bahadur for the cause of Muslim education in Bengal who passed away on 10th July, 1893. The fund for the building was raised out of the donation from the public. Hon'ble Maharaja Sir Jatindra Mohan Thakur was the chairman of the Committee, formed for the purpose.

- 4.26 In the year 1902 Muslim Institute was established as a part and parcel of the Madrasah. The Principal of the Madrasah was ex-officio President and Treasurer of the Institute.
- 4.27 In 1907-8 Arle Conference suggested certain reforms in the Madrasah Course and accordingly a Title class was opened in the year 1909 and was termed Fakhurul Muhaddethin. Some remarkable changes in the syllabi and curricula of the Madrasah were also introduced.
- 4.28 The Government accepted the reformed scheme drawn up by Shamsul Ulama Abu Nassar Waheed, Principal, Dacca Madrasah and introduced it in 1915 from Class III. The new scheme was adopted by almost all the existing Madrasahs except the Calcutta Madrasah and the Furfurah Madrasah which retained the age long traditional curriculum known as Dars i-Nizamia. From this time onward in Bengal there existed two types of Madrasahs, namely reformed scheme or High Madrasahs and Old Scheme or Senior Madrasahs. Within a short period of this reformation there sprang up throughout the Province, hundreds of High and Junior Madrasahs, government as well as private. Three Islamic Intermediate Colleges in the three Divisions of East Bengal, forming a connecting link between the Madrasah system and the Islamic Department of the Dacca University, were established in 1920.
- 4.29 From this time upto 1946 several committees and commissions were appointed for the all-round development of the Madrasah education in general and Calcutta Madrasah in particular, namely-Mohammedan Advisory Committee or Harley Committee (1915), Shamsul Huda Committee or Butler Committee (1923), Momen Committee or Muslim Education Advisory Committee (1931), Moula Baksh Committee (1938-40) and Syed Moazzam Hossain Committee (1946).
- 4.30 It will not be irrelevant to mention here that in 1924-1925 a Centenary Prospectus of the Calcutta Madrasah was published by the Bengal Government.
- 4.31 The year 1927 is remarkable in the History of Muslim education in Bengal as some important events took place in this year. **The first Indian Principal** of the Calcutta Madrasah, Shamsul Ulama Kamaluddin Ahmed was appointed and the first Madrasah Education Board in the name of "Board of Central Madrasah Examinations" was constituted for the purpose of conducting the various examinations of the Old Scheme Senior Madrasahs namely Alim, Fazil and Mumtazul Muhaddethin. Mr. Kamaluddin Ahmed

was appointed Ex-officio Registrar and vice President of the Board. This Board continued till 1946, when on the recommendation of the Moazzam Hossain Committee, it was renamed as "Bengal Madrasah Education Board".

- 4.32 During the period from 1850 to 1927 the Europeans monopolized the post of the Principal of Calcutta Madrasah, some of whom were Oriental scholars of international fame like Dr. A. Sprenger, Sir W.N. Less, H.F. Blochmann, A. R. F. Hoernus, Dr. Elwar Danison Ross. A. H. Harley was the last European Principal from whom Mr. Kamaluddin took over charge. From this period onward Indian Muslim scholars of great renown graced the Madrasah as its Principals.
- 4.33 In the year 1927, when the Islamic College at Calcutta was founded, Mr. Harley, the then Principal of Calcutta Madrasah was appointed Principal of the College in addition to his normal duties in the Calcutta Madrasah and was residing at the two storied Quarters exclusively meant for the Principal, Calcutta Madrasah.
- 4.34 Thereafter, came the fateful year of 1947. The whirlwind of Partition of Bengal with the creation of East Pakistan made every thing topsyturvy including that of Madrasah Education in Bengal. The Calcutta Madrasah with all its movable properties and even the unique Library with millions of rare books and manuscripts was transferred to Dacca Madrasah on 10th August 1947. The Bengal Madrasah Education Board was, also shifted to Dacca, leaving behind a number of Old and Reformed Scheme Madrasahs and the Hooghly Islamic Intermediate College without any central organisation for their control and co-ordination. The Government of West Bengal was kind enough to set up the interim West Bengal Madrasah Examination Board on the 20th February 1948, to control these Madrasahs, in Hooghly, with the Principal, Hooghly Islamic Intermediate College as its ex-officio Registrar. This Board conducted the High Madrasah, Islamic Intermediate, Alim, Fazil and M.M. Examinations in 1948 and 1949.
- 4.35 Due to the pressing demands of the leading Muslims of West Bengal and the kind interference of Maulana Abul Kalam Azad, the Calcutta Madrasah was reopened in April 4, 1949, (Vide G.O. No. 4828 Edn. Dated 20-12-48) with a new staff and new students. Mr. Wajahar Hossain, Head Master, A.P. Deptt. was given the temporary charge of the office of the Principal, Calcutta Madrasah College.
- 4.36 After the reopening of the Calcutta Madrasah, the Board at Hooghly was transferred to its original home in the Calcutta Madrasah and in terms of

G.O. No. 6526 Edn. dated 29th, Education Board came into existence, the Principal Calcutta Madrasah being its ex-officio Registrar and vice President.

- 4.37 At the time of reopening of the Calcutta Madrasah, great educational personalities and freedom fighters were recruited as its Professors. From 1949 to 1959, Maulana sa'id Ahmed Akbarabadi a renowned scholar, served the Madrasah as its Principal. He was succeeded by Prof. Masood Hassan, the then Head of the Dept. of Arabic and Persian, Maulana Azad College, upto 1964. Maulana Syed Abdul Ali Barkati (a product of the Madrasah), Head Moulana of the Madrasah served as officer-in-charge from 1964 to '67. He took the initiative for introducing Mumtazul Fuqaha course for the first time after Partition. Then Maulana A. M. A. Hossain, took over charge of the Principal and acted upto 1969. After him Maulana A.M.K. Masumi, Professor of Hadith and Tafsir (a product of the Madrasah) acted as officer-in-charge till the transfer of Prof. A.J.A. Tyeb from Barasat Govt. College to the Madrasah as Principal, in September 1971. At the initiative of Prof. Tyeb, option to write answer scripts in Bengali upto Fazil and admission of Fazil (with English) passed students in PU classes under Calcutta University were accorded. During his regime, the W.B. Madrasah Education Board was reconstituted and separated from Calcutta Madrasah. As a consequence of this decision, Calcutta Madrasah lost the status which it was enjoying since its inception with the creation of the Board of Central Madrasah Examination in 1927 and West Bengal Madrasah Education Board in 1949. The Principal, Calcutta Madrasah (Arabic Dept.) remained ex-officio Registrar of the Madrasah Education Board upto 1973. After this reconstitution, the Principal Calcutta Madrasah became an ex-officio member of the Board and Calcutta Madrasah with its Title classes, corresponding to the Post-graduate Department of any Indian University (vide Quinquennial Report of Government West Bengal P.85), came under the Madrasah Board, (under the Secondary Education). After Principal Tayeb's appointment as Chairman, Public Service Commission, W.B. in 1974 Maulana A.M. K. Masumi acted as officer in-charge upto 1983. Then Prof. Md. Shahidullah, Reader of Arabic and Persian, Calcutta University became Principal, Calcutta Madrasah on 18-7-83 after a gap of nine years. He was the first Principal of this Institution to be appointed through Public Service Commission, West Bengal. After retirement of Dr. Md. Shahidullah in 1999, the post of Principal fell vacant. Calcutta Madrasah is now administered under an Officer-in-Charge.

4.38 The UGC refused to recognise Calcutta Madrasah as college on the ground that this Institution was not affiliated to any University and did not impart instructions leading to a University Degree.

4.39 This, despite the fact that Aligarh Muslim University during this period recognised the Fazil of Calcutta Madrasah as equivalent to B.A. of that University and allowed the Fazil passed students with English as one of the combination subjects from Calcutta Madrasah and 17 Senior Madrasah to be admitted in the Master of Theology and Master of Arts in Arabic course and permitted such students to appear at these examinations.

4.40 **Administration**

The Calcutta Madrasah since its inception, was under the control of the Director of Public Instruction, West Bengal. The Principal of Calcutta Madrasah, was ex-officio Registrar and the D.P.I. was the ex-officio President of the Madrasah Board till 1972, the year when the Board was re-constituted. On re-constitution the post of Registrar was abolished and the post of a Secretary was created.

4.40.1 In 1977, the State Education Department was split up to form two separate departments :

4.40.2 **School Education and Higher Education.**

The Calcutta Madrasah and the Madrasah Board were placed under the control of the School Education Department. However, the appointment of Principal and Lecturers in Calcutta Madrasah, continued to be processed in the Higher Education Department with the D.P.I. acting as the controlling officer in respect of the above posts. Matters like Career Advancement etc. were also sent to the D.P.I. for necessary action.

4.40.3 As regards Assistant Moulvis, vernacular teacher and Physical Instructor, the Director of School Education under the administrative control of School Education Department acted as the appointing authority in respect of the above posts. Posting and transfer of Group C staff (Clerks) are made by Director of School Education whereas the appointments of Group D staff (Peons) are made by the Principal with the permission of the Director of School Education.

4.40.4 Till recently Annual Budgets of the Calcutta Madrasah is now being allotted by the Higher Education Department through the D.P.I., West Bengal.

4.40.5 Dual control of the Calcutta Madrasah, led to much confusion and ad-

ministrative bottleneck. The School Education Department issued the G.O. No. 279-Edn. (S.E.-APPTT) dated the 1st April, 1997 wherefrom it was clear that the control and management of the portion of Calcutta Madrasah headed by the Principal and Lecturers would have to be dealt by the Higher Education Department. The problem of dual control still remains to be resolved.

4.40.6 Teaching staff of Calcutta Madrasah comprise of Professor, Lecturers, Assistant Moulvis and vernacular teachers. Assistant Moulvis and Lecturers possess almost same educational qualification, bear same work load and teach same subjects yet they have separate designations and pay scales. This anomalous position causes discontent among the Assistant Moulvis.

4.40.7 Posts of vernacular teachers were created for teaching vernaculars to the students of Alim and pre-Alim classes under old syllabus and curriculum. Under re-oriented syllabus languages have been included in the curriculum as additional subjects.

4.40.8 The curriculum and syllabus of existing Kamil and M.M. courses are mostly theological.

4.40.9 The post of a full time Principal of Calcutta Madrasah and other posts as noted below have been lying vacant for a number of years.

4.41 **Syllabi, Courses, Academic standard & Examination system**

At present, the Calcutta Madrasah (Arabic Department) like three other Senior Madrasahs (Furfurah, Beldanga and Batna) imparts instructions on Islamic education through Fazil, Kamil and Mumtazul Muhaddethin (M.M.) Courses. The syllabi and curricula have been framed by West Bengal Board of Madrasah Education. Different courses and their duration are as follows :

Fazil Course 2 years (1st year & 2nd year)

Kamil Course 2 years (1st year & 2nd year)

M.M. Course 2 years (1st year & 2nd year)

The Public Examinations are conducted by the Board at the end of 2nd year of each course. It is to be mentioned that after passing Alim Examination candidates are eligible to get them admitted in the Fazil Course.

4.41.1 Although the Calcutta Madrasah as evident from the records appears to be a college level institution like other State Govt. Colleges, its unique set-up, status of teachers, mode of appointment, scales of pay, syllabi &

curricula seem to be somewhat different from those of the other Govt. Colleges. It is not affiliated to any University and also does not impart instructions leading to a University Degree. The equivalence of Fazil, Kamil and M.M. has not yet been determined though Committee on Senior Madrasah Education system recommended to consider Fazil (Fazil Part I) at par with Higher Secondary, Kamil (Fazil Part II) with Bachelors and M.M. with Master degree. The delay in taking decision on the matter is causing discontent among the students. They are no longer interested in attending classes.

- 4.41.2 The fact is that no effort has been made yet to upgrade Calcutta Madrasah to the level of Jamia Milia Islamia or Aligarh Muslim University which could have regenerated new Madrasah education upto M.M./Post Graduate level. It acted as the heart throb of the entire madrasah education - Old and New scheme till the 90's of the 20th century but it could not infuse that modernisation or parallel system of education like Aligarh Muslim University. A damage has been caused thereby. So if a single reform is recommended for Senior Madrasah System Education, it is that of Calcutta Madrasah and its role in future.

Chapter - V

STATUS OF WEST BENGAL BOARD OF MADRASAH EDUCATION AND ITS PROBLEMS :

- 5.1 The present Board has a unique history over the past years which no other Board in India and in this State has. It is the oldest but at the same time the weakest of all State Boards. The first nucleus of the West Bengal Board of Madrasah Education was known as the Board of Islamic Intermediate and Secondary Education, Dacca, which conducted High Madrasah Examination in 1922 under the University of Dacca. Similarly, the Board of Central Madrasah Education was constituted in 1927 for the purpose of conducting examinations for Senior Madrasahs. This Board originally had jurisdiction over Bihar, Assam, Orissa and Bengal. In the meanwhile the partition of India gave a jolt to the activities of the Board and the total future of Madrasah Education. In order to administer the Madrasahs left in West Bengal and to conduct examination an interim Board named West Bengal Madrasah Examination Board was set up in Hooghly Islamic Intermediate College (now Hooghly Madrasah) with the Principal of that College as Ex-officio Registrar. After re-opening of Calcutta Madrasah in 1949 the Board was then transferred from Hooghly to Calcutta Madrasah with its Principal as Ex-officio Registrar and the D.P.I., West Bengal as its President.
- 5.2 In 1964, the Board was re-named as West Bengal Madrasah Education Board.
- 5.3 In 1973, the Board was reconstituted in terms of Resolution No. 211-Edn. (M) / 5-M-572 dated 2.2.1973 with duties and functions similar to those of West Bengal Board of Secondary Education. The Board with 15(fifteen) nominated members and a President acted as an Advisory Body. The post of Ex-Officio Registrar was abolished and a Secretary was appointed for running the day to day administration under the supervision of the Education Department of the Government of West Bengal.
- 5.4 The office of the Board was shifted from the premises of Calcutta Madrasah to the quarters of the Principal of Calcutta Madrasah at 19, Haji Md. Mohsin Square, Kolkata-700 016, with staff comprising one Secretary, one

Inspector of Madrasahs, Head Clerk, Accountant, Confidential Clerk, Upper Division Clerk, 4 Lower Division Clerks and 4 Group 'D' staff.

- 5.5 In 1981, the Government accorded administrative approval for construction of two storeyed building of the Board. The building was completed in March, 1992 after an expenditure of Rs 15 lakhs approximately which was inaugurated by Hon'ble Shri Jyoti Basu, the then Chief Minister of West Bengal.
- 5.6 a) The Calcutta High Court by its Order dated 7th August, 1992 struck down the aforesaid Resolution dated 2nd February, 1973 including all Circulars and Orders relating thereto but stayed the order directing, inter alia, the Government of West Bengal to take immediate steps to give statutory status to Madrasah Education in West Bengal (vide AIR 1944 Calcutta page 122).
- b) The Ashok Mitra Commission requested the State Government to review the matter.
- 5.7 On 28th June, 1994, a Bill to make the Board a Statutory body was passed in the State Legislature and the West Bengal Board of Madrasah Education Act, 1994 (West Bengal Act of 1994) was given effect from 1st April, 1995.

5.8 The Board

The Board is thus at threshold of completion of 75 years of glorious past. The Platinum Jubilee has not been celebrated yet. The Madrasah Board has now suggested that the Platinum Jubilee should be celebrated in order to highlight the role and purpose of Madrasah Education in West Bengal.

5.8.1 Status and jurisdiction of the Board

Since 1994, it is an Autonomous body, like other School Education Board/Council in West Bengal. The Board has power to direct, supervise and control both types of Madrasahs (Junior High & High and Senior Madrasah) Education in the State. It functions independently but within the guidelines suggested by the Government through the School Education Department of the State Government. Sometimes recommendations duly approved by State Government are acted upon if it requires a special Departmental sanction.

5.8.2 Major Functions of the Board

- i) Holding of five Public Examinations, i.e. High Madrasah, Alim, Fazil, Kamil and M.M. Examinations.

- ii) Holding Test Examination of External candidates preparatory to High Madrasah Examination.
- iii) Recognition to 4-Class Junior High Madrasah (Classes V to VIII).
- iv) Recognition of up-gradation of Junior Madrasah to High Madrasah (Classes IX & X)
- v) Recognition to Senior Madrasah (Classes I to X)
- vi) Administration / supervision of the Managing Committees of both types of Madrasahs.
- vii) Publication of 'Madrasah Darpan' - Quarterly Journal of the Board.
- viii) Arranging in-service orientation programme of Madrasah teachers.
- ix) To conduct Inspection and Academic Supervision.

5.8.3 Major Committees

- i) Recognition Committee
- ii) Syllabus Committee
- iii) Examination Committee
- iv) Finance Committee
- v) Appeal Committee
- vi) Committee constituted under Section 18 of the Act.

5.8.4 Since the West Bengal Board of Madrasah Education does not have any regional office, arrangement has been made for locating some Centres in some districts for receiving of examination related papers.

5.9 Problems

Development of Madrasah Education in the state, without uplifting the infrastructure of the West Bengal Board of Madrasah Education, is a chimerical proposition in as much as the W.B.B.M.E. is the lifeline of Madrasah Education. The W.B.B.M.E. is, at present, running with multifarious problems as stated below :

5.9.1 Incongenial location of the Board

The office of the W.B.B.M.E. is situated in a congested area surrounded by Students' Hostel, Calcutta Madrasah and commercial establishments.

The atmosphere of the area is far from being congenial to smooth administration. Moreover, the security of the Board Office is always at stake.

In keeping with the necessity of smooth administration of the Board Office, a proposal for construction of the proper administration building of the W.B.B.M.E in the Salt Lake City was submitted long ago to the State Government. The concerned authority in the School Education Department requested the Urban Development Department to allot a plot measuring 20 kathas in favour of the W.B.B.M.E at Salt Lake City more than a year ago. Since then the matter is pending for consideration.

5.9.2 Staff problem of the Board

A few posts for the office of the W.B.B.M.E. have been sanctioned. Some of the posts have been filled up by the State Government by their own employees on deputation on working arrangement. There is no regular staff of the Board due to absence of Service Regulation of the Board. This has adversely affected the smooth administration of the Board Office. About three years back, the School Education Department, Government of West Bengal, referred the Draft Service Regulation of the Board to the Finance Department. This delay has, however, stalled the progress of the W.B.B.M.E.

5.9.2.1 The present position of the strength of the officers and the staff of the W.B.B.M.E. and minimum requirement of the officers and staff in the Board Office are given below in tabular form :

Designation	No. of Sanctioned posts	Requirement of minimum addl. posts
1. Secretary	1	x
2. Deputy Secretary	x	5
		(Finance, Administration, Examination, Academy, Computer & Law)
3. Assistant Secretary	1	4
4. P.A. to the Secretary (Stenographer)	x	1
5. Finance Officer	1	x
6. Law Officer	x	1
7. Inspector of Madrasahs	1	2
8. Accountant	1	x

Designation	No. of Sanctioned posts	Requirement of minimum addl. posts
9. Proof Reader	x	1
10. Head Clerk	1	x
11. Typist including one Steno typist	1	3
12. Cashier	x	1
13. Cash Sarkar	1	1
14. Record-keeper	1	1
15. Record Supplier	x	2
16. Law Assistant	1	1
17. Store-keeper	x	1
18. Confidential Assistant to the President	1	x
19. U.D.C.	1	14
20. L.D.C.	4	26
21. Group 'D' Staff (including Packer, allotment Etc.)	1	5
22. Care-taker	x	1
23. Sweeper	1	1
24. Mali	x	1
25. Duftry	1	x
26. Durwan	1	2
27. Night Guard	x	1
28. Programmer	-	1
29. Supervisor	-	1
30. Desk Officer	-	1

5.9.2.2 In this connection it is to be mentioned that requirement of additional posts as shown in column 3 above is the minimum requirement keeping in view the necessity of administrative and proper supervision of Madrasahs in the State. Meanwhile the Board will have to execute academic programmes associated with SSA and other State projects. The successful implementations of these quality enrichment programmes need some more effective group 'C' and group 'D' staff. Adequate space is necessary for accommodation of these additional project staff.

5.9.3 Financial problem of the Board

The total budget of the state Govt. for the W.B.B.M.E. is less than 50 lakh rupees whereas its liabilities in this regard is approximately Rs. 1.5

crore for incurring essential expenditures. Thus there remains a gap of about 1 crore of rupees between the State Government grants and bare necessities of fund. The income of the Board from its own resources, i.e. fees from the students and fees available from Madrasahs, is too meagre to defray essential expenditures of the W.B.B.M.E.

- 5.9.3.1 Long ago the Board adopted a resolution to issue various publications (including publication of Text Books). But due to non-availability of fund it could not be materialised. It is felt necessary to explore ways for enhancing considerably the income of the Board.
- 5.9.3.2 Non-inclusion of the West Bengal Board of Madrasah Education in the central list of Accredited Boards/Institutions.

It is found that a large number of students passing the High Madrasah and Alim Examination are not getting opportunities for employment in All-India Services in other states though there is no such bar or restriction for employment in West Bengal Services. As a result, the well educated persons like Doctors, Engineers, Lawyers, Academicians are being discriminated at the Central and States level service recruitment due to this non-inclusion.

The matter has been brought to the notice of the Committee by the West Bengal Board of Madrasah Education. The Committee feels very much concerned about this deprivation and discrimination of Madrasah students after passing Madrasah Education. It is also reported by the Board that the matter has been addressed to the Joint Educational Adviser, MHRD, New Delhi by the Principal Secretary, School Education Department vide letter No. 746-SE(S) dt. 25-9-98 elaborating therein the details of Madrasah Education. Also we are informed that a reminder vide Memo No. 2000-SE(S) dt. 2-11-2000 had been sent to the MHRD by the School Education Department. No action has yet been taken on the matter though the High Madrasah and Alim Examination are equivalent to Madhyamik Pariksha of the West Bengal Board of Secondary Education. The Committee feels concerned about this kind of discrimination and deprivation only for Madrasah students in respect of their employment in all India Services and Services in other states.

Chapter - VI

Appendices

Appendices - A

GOVERNMENT OF WEST BENGAL

MEMORANDUM

The undersigned is directed by the Government to say the State Government, for some time past, have been considering it necessary to bring about an overall improvement of Madrasah Education in the State.

Now, therefore, the Governor is pleased to order that a Committee titled The Madrasah Education Committee comprising the following be constituted. The Committee will review and examine all the aspects relating to the improvement of Madrasah Education in State.

1. Prof. A.R. Kidwai -
Renoward Educationist & Ex-Governor,
West Bengal Chairman
2. Dr. Md. Abdus Sattar-
President, West Bengal Board of
Madrasah Education, West Bengal Member
3. Prof. Md. Rahatullah
Professor, Arabic and Persian Department,
University of Calcutta, West Bengal. Member
4. Prof. Md. Refatullah
Director, SCERT, West Bengal Member
5. Dr. Md. Quamaruzzaman Principal,
Basirhat College, West Bengal. Member
6. Secretary
West Bengal Board of
Madrasah Education, West Bengal Member-Secretary

The Terms of Reference of the Committee be as follows :

To suggest overall improvement of Madrasah Education in West Bengal.

The issues on which the Committee will make recommendations will also include the following :

1. To examine and define the scope of the senior Madrasah Education System in the context of the present social and economic scenario.
2. To study the present system of education imparted through Senior Madrasahs in the state and to suggest re-orientation of syllabii and curricula of Madrasah Education at all levels in keeping with the modern trends of education.
3. To determine the status of Calcutta Madrasah and its management pattern.
4. To determine the pay-scales, qualifications and status of Assistant Moulavis of Calcutta Madrasah.
5. To examine the possibility of introduction of general courses of study including Computer and Internet training in Calcutta Madrasah in addition to theological studies.
6. To examine the scope of activities of the proposed centre for research in Arabic, Persian and Islamic studies to be set up at Calcutta Madrasah.
7. To examine the possibility of the establishment of an In-service Training Centre for teachers of Arabic and Theological subjects.
8. To review the management pattern of Elliot Hostel.
9. To suggest measures, if any, for improvement of High Madrasah Education which is already modernised.
10. To review the existing appintment procedures of teachers, recognition process of the Madrasahs, academic standard of Madrasahs and examination systems at all levels, if necessary.
11. To suggest measures to strengthen the infrastructure of the West Bengal Board of Madrasah Education.

The Committee will submit their recommendations within a period of six months.

Sd/illegible
Chief Secretary

G.O. No. - 54/1(3) cms. 5.03.01

Copy forwarded to :

1. Prof. A.R. Kidwai, Charirman.
2. Dr. Md. Abdus Sattar, Member.
3. Prof. Md. Rahatulla, Member.
4. Prof. Md. Refatullah, Member.
5. Dr. Md. Quamaruzzamam, Member.
6. Secretary, Member Secretary.
7. Private Secretary to MIC, Education (Primary & Secondary).
8. Private Secretary to MIC, Higher Education.
9. Private Secretary to MIC, Minority Development Welfare.
10. Principal Secretary/Secretary, _____ Department.
11. D.M., _____.
12. Secretary, _____ Zilla-Parishad.
13. Calcutta Gazette for publication.

Sd/illegible

Joint Secretary to Chief Minister

Calcutta Gazette

N.B. - Extension of the tenure of the Madrasah Education Committee West Bengal.

1. First Extension - Govt. Memo No. - 1545 - SE(S) dt. 5.9.01 upto 4.3.02
2. Second Extension - Govt. Memo No. 234-SE(S)dt. 5.3.2002 from 5.3.02 - 4.7.02
3. Third Extension - Govt. Memo No. 888-SE(S) dt. 30.07.02 from 4.7.02 - 31.7.02.

Appendices - B

GOVERNMENT OF WEST BENGAL

School Education Department

Secondary Branch

Bikash Bhavan, Salt Lake, Kolkata-700 091

No. 508-SE(S)/5M-G/2001.

Dated, the 23rd April, 2002.

NOTIFICATION

The undersigned is directed by the order of the Governor to say that the State Government has constituted a Committee titled Madrasah Education Committee to review and examine all the aspects relating to the improvement of Madrasah Education in the state in terms of Resolution No. 53-CMS dated 5.3.2001.

The Governor is now pleased to appoint Mr. Justice K.M. Yusuf, Chairman of Minority Commission, West Bengal, 4C, North Range, Kolkata-17 Vice-Chairman of the aforesaid Madrasah Education Committee.

By order of the Governor,

So/-N.L. Basak

Principal Secretary to the
Government of West Bengal.

No. 508/1(6)-SE(S).

Dated, the 23rd April, 2002.

Copy forwarded for information and necessary action to :-

- 1) The Chief Secretary, Govt. of West Bengal;
- 2) President, W.B. Board of Madrasah Education;
- 3) The Secretary, W.B. Board of Madrasah Education, 19, Haji Md. Mohsin Square, Kolkata-16;

Copy may be endorsed the Chairman and members of the Committee immediately;

- 4) Mr. Justice K.M. Yusuf, Chairman of Minority Commission, West Bengal, 4C, North Range, Kolkata-17;
- 5) The Accountant General, West Bengal;
- 6) The Pay and Accounts Officer, Kolkata Pay and Accounts Office, 81/2/2, Phears Lane, Kolkata-12.

Sd/illegible
Special Secretary

Appendices - C

WEST BENGAL BOARD OF MADRASAH EDUCATION

19, Haji Md. Mohsin Square, Kolkata-700 016

No. 3057

Date : 21.06.2002

From : The Secretary, West Bengal Board of
Madrasah Education & Member Secretary,
Madrasah Education Committee., W.B.

To : The Principal Secretary to the
Govt. of West Bengal,
School Education Deptt., (Sec. Br.),
Bikash Bhavan, Salt Lake City,
Kolkata - 91

Sub : Extension of the term of the Madrasah Education Committee, West
Bengal as constituted vide G.O.No. 53-CMS dated 5.3.2001.

Ref : Deptt's Notification No. 234-SE(S) dt. 5.3.2002.

Sir,

In reference to above, I beg to state that the term of the Madrasah Education Committee, West Bengal, as constituted in terms of G.O.No. quoted above, as extended vide Deptt's Notification No. under reference is due to expire on 4.7.2002.

Preparation and finalisation of the report to be submitted to the Govt. are almost at its last stage and would be completed shortly after giving a thread bar analysis and verification.

Then the said report would be typed for which some days would be required.

I am, therefore, advised by the Hon'ble Chairman of the said Committee to move the Govt. for a further extension of the term of the Committee for a period of 27(twenty seven) days w.e.f. 5.7.2002 to 31.7.2002 so as to enable the Committee for completion of its report and for submission of the same to the Govt.

A very early action for issuance of order extending the term of the Committee for the period as mentioned above is requested.

Yours faithfully,

Sd/illegible

Secretary, West Bengal Board of Madrasah
Education & Member Secretary, Madrasah
Education Committee, W.B.

Appendices - D

Copy of the Advertisement Published in the daily News papers. - dt. 18.04.02

The Madrasah Education Committee, West Bengal.

This is for general information of all concerned that the Government of West Bengal, vide U.O. No. 54/CMS dt. 4.06.01 has constituted the said Committee under the Chairmanship of Dr. A.R. Kidwai, Ex-Governor and a renowned educationist to suggest overall improvement of Madrasah Education in West Bengal. Accordingly, the Committee invites representations/opinions in writing on the Terms of Reference from the general public interested in Madrasah Education within 15 days from the date of the publication of this notification.

Terms of Reference

1. To examine and define the scope of the Senior Madrasah Education System in the context of the present social and economic scenario.
2. To study the present system of education imparted through Senior Madrasahs in the State and to suggest re-orientation of syllabii and ccurrricula of Madrasah Education at all levels in keeping with the modern trends of education.
3. To determine the status of Calcutta Madrasah and its management pattern.
4. To determine the pay-scales, qualifications and status of Assistant Moulavis of Calcutta Madrasah.
5. To examine the possibility of introduction of general courses of study including Computer and Internet training in Calcutta Madrasah in addition to theological studies.
6. To examine the scope of activities of the proposed Centre for research in Arabic, Persian and Islamic studies to be set up at Calcutta Madrasah.
7. To examine the possibility of the establishment of an In-service Training Centre for teachers of Arabic and Theorlogical subjects.
8. To review the management pattern of Elliot Hostal.
9. To suggest measures, if any, for improvement of High Madrasah Education which is already modernised.

10. To review the existing appointment procedures of teachers, recognition process of the Madrasahs, academic standard of Madrasahs and examination systems at all levels, if necessary.
11. To suggest measures to strengthen the infrastructure of the West Bengal Board of Madrasah Education.

The representation should be submitted to the Member-Secretary, The Madrasah Education Committee at 19, Haji Md. Mohsin Square, Kolkata 700 016.

(S. Alam)

Member-Secretary

The Madrasah Education Committee

Note : The advertisement was published in The Telegraph, Aajkaal, Ganasakti, Azad Hind and Akabar-e-Mashsiq, the dailies of Kolkata.

Appendices - E

List of invited experts, distinguished academicians, associations, social activists and persons who submitted written or oral views to the Committee expressing their views on various aspects of Madrasah Education -

Sl. No.	Name	Designation and Address.
1.	Mr. Md. Mehbub Zahedi	M. P., Loksabha
2.	Mr. Justice K.M. Yusuf	Chairman, West Bengal Minorities Commission, Bhabani Bhaban, Kolkata.

In addition to six (6) committee members including Chairman following parsonalities / educationists were invited in the meeting of Madrasah Education Committee on 25-6-01.

1. Mr. Md. Mehbub Zahedi, M.P., Loksabha
2. Mr. Jastice K.M. Yusuf, Chairman, West Bengal Minorities Commission, Bhabani Bhaban, Kolkata.
3. Prof. Pabitra Sarkar, Vice-Chairman, W.B.Council of Higher Education.
4. " Ronjugopal Mukherjee, Ex-Vice-Chancellor, North Bengal University.
5. " Asis Kr. Bandopadhyay, Vice-Chancellor, Calcutta University.
6. " Ashoke Nath Basu, Vice-Chancellor, Jadavpur University.
7. " Subhankar Chakroborty, Vice-Chancellor, Rabindra Bharati University.
8. " Nityananda Saha, Vice-Chancellor, Kalyani University.
9. " Bhabesh Moitra, Ex-President, West Bengal Board of Primary Education, Kolkata.
10. " Jyoti Prakash Ghosh, President, West Bengal Board of Primary Education.
11. Dr. Arun Kiron Chakraborty, President, West Bengal Board of Secondary Education, Kolkata.
12. " Sudin Chattopadhyay, Ex-President, West Bengal Council of Higher Secondary Education, Kolkata.
13. Officer-in-Charge, Calcutta Madrasah College
14. Dr. Md. Amin, President of Governing Body, Calcutta Madrasah College.
15. Chairman, W.B. Minority Commission.
16. Secretary, Minority Deptt. or his nominee.
17. Secretary, School Education Deptt.
18. Chairman, Urdu Academy or his nominee.
19. Sri Asoke Bhattacharya, Vice-President, All Bengal Teachers' Association, Kolkata. General Secretaryet, A.B.T.A./his nomine.
20. Md. Mozammel Haque, Representative, ABTA and Board's Member.
21. Md. Nurul Haque, General Secretary, Paschimbanga Madrasah Shikshak Samiti.
22. Md. Abdul Ghani, President, Paschimbanga Madrasah Shiksha Samiti.

23. Prof. A.M.K.Masumi, Chairman, Urdu Academy & Ex-Prof-in-charge, Calcutta Madrasah College.
24. Dr. Osman Ghawi, History Deptt., Calcutta University.
25. Dr. Abdur Rahim Khan, Principal, Bangabasi College of Commerce.
26. Janab Morsalin Molla, M.L.A./Board member.
27. Prof. Miratun Nahar, Victoria Girls' College & Social activist.
28. Janab Sohail Roomi, Supdt., Islahul Momenin Sr. Madrasah.
29. Prof. Md. Abdur Roquib, Deptt. of Plant Breeding, Bidhan Chandra Krishi Viswavidyalaya, Kalyani.
30. Chairman, School Education Committee, West Bengal.

Appendice - F

List of Persons submitting written memorandum to the Madrasah Education Committee.

1. Professor Bhabesh Moitra, Educationist and Ex-President, WBBSE & WBBPE, Kolkata.
2. The All Bengal Teachers' Association, Kolkata.
3. The Paschimbanga Madrasah Sikshak Samity, Kolkata.
4. West Bengal Madrasah Students' Union, Kolkata.

Appendice - G

Members of the Madrasah Education Committee submitting Memoranda :

1. Prof. Md. Rahatullah, Arabic and Persian Department, Calcutta University.
2. Prof. Md. Refatullah. Former Director, SCERT, West Bengal.
3. Dr. Md. Quamaruzzan. Principal, Basirhat College.

Appendices - H

Tour Programmes of the Madrasah Education Committee, West Bengal.

Itinary Programme of Dr. A.R.Kidwai, the Chairman of the Committee :

1st visit : 24.6.01. - 27.6.01

1. Sunday, 24th June, 2001 Arrival in Kolkata
2. Halt 24th-26th June, 2001 Kolkata
3. Meeting with
 - a) Sri Buddhadeb Bhattacharya, Hon'ble Chief Minister of West Bengal
 - b) Mr. Md. Amin, Hon'ble Minister, Department of Labour, Govt. of West Bengal.
 - c) Prof. Satyasadhan Chakraborty,, Hon'ble Minister, Higher Education Department,
 - d) Sri Kanti Biswas, Hon'ble Minister for School and Madrasah Education, Govt. of West Bengal.
 - e) Mr. Md Salim, Hon'ble Minister, Minority Affairs, Youth Affairs, Technical Education, Self Employment Generation Programmes (Urban) Department, Govt. West Bengal.
 - f) Mr. Justice K.M.Yusuf, Chairman, Minorities Commission, West Bengal
 - g) Kolkata Press & the ETV Bangla, Janab Maliabadi, Editor, the Azad Hind, Kolkata.
 - h) Meeting with the leading Academicians, Vice-Chancellors of State Universities, Presidents of State Boards and Councils (Primary, Secondary and Higher Secondary), Vice-Chairman, West Bengal State Council of Higher Education, Teachers' and Students' Associations, University, College and Madrasah teachers and students, MPs, MLAs, Members of the Board, Members of the Committee, Boards' officers etc.
4. 27th June, 2001 - Departure for New Delhi.

2nd visit : 10.4.02.-13.4.02.

1. 10.4.02. Arrival in Kolkata
2. 11.4.02. - 12.4.02.
 - a) Attend meetings of Madrasah Education Committee
 - b) Meeting with Common Public on the subject.
 - c) Meeting with related Hon'ble Ministers. -
3. 13.4.02. Departure for New Delhi.

Third Visit :

Meeting Programme of Dr.A.R.Kidwai, M.P. and Ex-Governor of Bihar and West Bengal and Chairman, Madrasah Education Committee, West Bengal.

5th June, 2002

- 11.00 a.m. - Representatives of Teachers' Organisations and Students' Union at the Madrasah Board's Meeting Room.

At Raj Bhavan

- 3.30 p.m. - Prof. Satyasadhan Chakraborty, Hon'ble Minister-in-charge, Higher Education, Govt. of West Bengal.
- 4.30 p.m. - Shri Kanti Biswas, Hon'ble Minister-in-charge, School & Madrasah Education, Govt. of West Bengal.
- 5.30 p.m. - Shri Md. Salim, Hon'ble Minister-in-charge, Inority Affairs, S.E.G.U., Youth Welfare & Technical Education, Govt. of West Bengal.

At Calcutta Information Centre

- 7.00 p.m. - Shri Buddhadeb Bhattacharya, Hon'ble Chief Minister, West Bengal.
- Mr. Justice K.M.Yusuf, Chairman, WBMC, and Vice-Chairman, M.E.C., W.B.

6th June, 2002

At Madrasah Board's Meeting Room

- 10.30 a.m. - Meeting of Madrasah Education Committee Members with Syllabi Experts -
1. Prof. A.M.K. Masumi
 2. Prof. Ranjugopal Mukhopadhyay
 3. Prof. Ujjwal Basu

3:30 p.m. - Meeting with Members of the Madrasah Education Committee.

4th visit : 07.02 - 07.02

- i) Meeting with Committee Members
- ii) Meeting with associations and Common Public and students of Madrasah.
- iii) Meeting with Hon'ble Education Ministers on Higher Education, School Education & Madrasah, Minority Affairs, Labour & So on.
- iv) Meeting with the Press.
- v) Submission of the Report to the Government of West Bengal.

Appendices - I

Tour Programme of Dr. Md. Abdus Sattar, President, West Bengal Board of Madrasah Education and Prof. Md. Refatullah, Director, SCERT, West Bengal, both Members of the Madrasah Education Committee, West Bengal.

1. Starting from Kolkata on 27th August, 2001 by Morning flight IC 263 Y at 7a.m.
2. Reaching New Delhi at about 9.30 a.m. on the same day.
3. Proposed meeting with you at your convenient time.
4. After that visit to Jamia Millia Islamia University on 27th and 28th August, 2001

Already informed and confirmation received.

5. Visit to Aligarh Muslim University on 29th and 30th August, 2001 - Already informed.
6. Visit to Darul Uloom, Deoband will be arranged after a discussion with you.

The Programme is drawn up as per your instruction.

1. Visit to All India Level Universities - Jamia Milia Islamia, Aligarh Muslim University & Jamia Hamdard.

2. Meeting with Chancellors, Vice-Chancellors, and Registrars of three Universities, Departmental Heads and Professors in especially, Department of Islamic Studies, Deptt. of Theology, Deptt of Shia Theology Deptt. of History, and hosts of Faculty Professors and Scholars from these three Universities and from Darul Uloom. Deoband, Azamgarh and so on.
3. Meeting with Prof. Irfan Habib, Head, Science Department, Golam Anjum, Head Arabic and Theology Department to collect relevant materials and their experiences to modernise the Madrasah curriculum and syllabus and teachers' training programme -

Appendices - J

2nd visit : Visit of Members, Madrasah Education Committee, West Bengal. Along with Mr. Justice K. M. Yusuf, Vice-Chairman, Mr. Md. Abdus Sattar and Md. Refatullah - Members.

17.6.2002

1. Madrasah-Tus-Sabaya Girls High Madrasah
20, Komedan Bagan Lane,
Kolkata 700 016.
2. Beniapukur High Madrasah,
3, Anjuman Road,
Kolkata 700 014.
3. Akra High Madrasah
4. Akra Girls' High Madrasah
5. Darul Ulum Qudsia Akra Senior Madrasah
P.O. Maheshtala, Dist. South 24-Parganas.

19.6.2002

- I. Hooghly Madrasah,
P.O. Chinsurah,
Dist. Hooghly.

Third visit :

Calcutta Madrasah

Fourth visit : To as in 6 about.

Fifth visit : New Delhi 19.07.02 - 20.7.02

Mr. Justice K.M.Yusuf, Dr. Md. Abdus Sattar and Prof. Md. Refatullah to meet Dr. A.R.Kidwai, Chairman & to discuss on the draft Report.

Appendices - K

(English version of the Memorandum submitted to the Chairman, Madrasah Education Committee by West Bengal Madrasah Students' Union).

Respected Dr. A. R. Kidwai,
Chairman, Madrasah Education Committee,
West Bengal.

Sir,

For a long time, an aimless and purposeless, unbearable to the madrasah students, impractical and unscientific syllabus in Senior Madrasahs has been in vogue.

In consequence, the Madrasah students after studying through this syllabus are unable to score good results and meritorious students after passing examinations with poor marks are not being allowed to sit for competitive examinations for

jobs. In this manner, this education system has been rendered totally valueless.

We on behalf of West Bengal Madrasah Students' Union, submit our Memorandum to frame improved syllabus with a view to create efficient "Alems" retaining heritage of Madrasah Education.

Yours Obediently,

1. Md. Kamruzzaman
2. Md. Fazlur Rahaman
3. Abdul Ahad
4. Ahmed Hossain
5. Nazibul Haque

Some Proposals on 'Alim' syllabus :

- * Burden of present syllabus be lessened.
- * Total marks of 'Alim' Final Examination be retained at 1000.
- * Arabic course and marks in the present syllabus will remain unchanged.
- * 'Alim' course be divided into General stream and Science stream.
- * Medium of education should be through mother language instead of Urdu.
- * Books with new and simple languages be introduced in place of books with old hard languages.
- * Some chapters in books for language group be retrenched.

Appendices - L

Government of West Bengal

Education Department

From : Sri B.N. Sarkar, B.A., Asstt. Secretary to the Govt. of West Bengal.

No. 3136-Edn. Cal. 6th July, 50

To : The D.P.I., West Bengal.

Ref : His letter No. 1262 dt. 29 Dec. 1947.

The undersigned is directed to state that at the time of partition of the province of Bengal, the Calcutta Madrasah with the exception of the A.P. Deptt., was transferred to the newly created province of East Bengal and consequent on this this transfer the Elliot Hostel attached to the Madrasah was closed down. As, however, the Madrasah students of the A.P. Deptt. had to be provided with hostel accommodation and as the Hostel could not admit a large number of students of the then Islamia college and besides intending muslim boarders of the Govt. Colleges had to be offered hostel accommodation, the Elliot hostel was allowed by the D.P.I. to be re-opened with effect from the 15th Aug, 1947 for the hostel accommodation of these categories of students. The Calcutta Madrasah having been re-open from the 4th of September, 1949 students of Madrasah have also been admitted with effect from this date. In the circumstances Government are pleased to approve of the re-opening of the Elliot Hostel with effect from the 15th Aug. 1947 subject to the following conditions:-

1. The hostel will remain under the administration control of the Principal Central Calcutta College.
2. Each boarder of the hostel shall pay a seat-rent of Rs. 10/- per month.
3. One ninth (19th) of the total seats filled up may be treated as free seats and should be allotted to the poor students.
4. The medical officer in charge of the Baker hostel should also be in Charge of the supervision of the students of this hostel.

Govt. Are further pleased to sanction the following charges in connections with the reopening of the hostel.

As laid down in Govt. Order No. 275-Edn. dt. 4.8.44

- a) Allowance of the Supdt: (Bengal)
@ Rs.-50/- p.m. 11 in (sub. Edn service)
@ Rs. 40/- p.m.
- b) Allowance of the Asstt. Supdt. @ Rs. 25/- p.m.
" " Medical Officer @ Rs. 60/- p.m.
for combined Hostels, Baker & Elliot.
5. One establishment menial with usual scale of pay and dearness allowance.
6. Five contingency manials on the usual scale of pay and dearness allowance.
7. Electric Charges Rs. 70/-p.m.
8. Misc. Charges Rs. 30/- p.m.

Govt. are further pleased to sanction the purceane of the following additional furniture for the hopstel subject to the rules regarding calling tenders being observed.

a) 32 cots @ Rs.42/8/-	Rs. 1360/-
b) 50 Chairs @ Rs. 22/-	Rs. 1100/-
c) 9 tables @ 42/-	Rs. 378/-
d) dining table @ Rs. 248/-	Rs. 248
e) 54 wall breckets @ Rs. 5/-	Rs. 270/-
	<u>Rs. 3,3,66/-</u>

The charge to be incurred in the current year should be met from the provision under the appropriate head in the 37 Edn. Budget.

The accountant General, West Bengal, has been informed.

Sd / B.N.Sarkar,

Asstt. Sec. of Govt. of West Bengal.

Appendices - L

Registered No. WB/SC-247

The

No. WB(Part-III)/94/SAR-44

Kolkata



Gazette

सत्यमेव जयते

Extraordinary
Published by Authority

SRAVANA 17]

MONDAY, AUGUST 8, 1994

[SAKA 1916

PART III - Acts of the West Bengal Legislature

GOVERNMENT OF WEST BENGAL

LAW DEPARTMENT

Legislative

NOTIFICATION

No. 1423-L. -8th August, 1994. - The following Act of the West Bengal Legislature, having been assented to by the Governor, is hereby published for general information\$-

West Bengal Act XXXIX of 1994

THE WEST BENGAL BOARD OF MADRASAH EDUCATION ACT, 1994

[Passed by the West Bengal Legislature.]

*[Assent of the Governor was first published in the Calcutta Gazette,
Extraordinary, of the 8th August, 1994.]*

*An Act to establish a Board of Madrasah Education in West Bengal and to
provide for matters connected therewith or incidental thereto.*

WHEREAS it is expedient to establish a Board of Madrasah Education in West Bengal and to provide for matters connected therewith or incidental thereto;

It is hereby enacted in the Forty-fifth Year of the Republic of India, by the Legislature of West Bengal, as follows : -

CHAPTER - I

Preliminary

Short title,
extent and
commencement.

1. (a) This Act may be called the West Bengal Board of Madrasah Education Act, 1994.
- (b) It extends to the whole of West Bengal.
- (c) It shall come into force on such date as the State Government may, by notification, appoint.

Definition

2. In this Act, unless the context otherwise requires,-
 - (a) "Board" means the West Bengal Board of Madrasah Education established under this Act;
 - (b) "Head of Madrasah" means the head of the teaching staff of a Madrasah, by whatever name he or she may be designated;
 - (c) "High Madrasah" means a Madrasah where the High Madrasah Education System is followed;
 - (d) "Institution" means a Madrasah;
 - (e) "Junior High Madrasah" means a High Madrasah up to middle level;
 - (f) "Madrasah" means an educational institution imparting instruction in Madrasah Education;
 - (g) "Madrasah Education" means a system of education in which instruction is imparted in Arabic, Islamic history and culture, and theology, and includes-
 - i) High Madrasah Education System which, in addition to covering Arabic language and Islamic history and culture, imparts general education above primary education stage with a view to qualifying students for admission to a certificate, diploma or degree course instituted by a University or by a Government or by any statutory authority and includes such other type of education as the State Government may, in consultation with the Board, specify;
 - ii) Senior Madrasah Education System which imparts instruction in Arabic language and literature, Islamic theology, history, culture and jurisprudence and some general education with a view to qualifying students for a certificate, diploma or degree of the Board or a University or a Government or any other statutory authority;
 - (h) "Managing Committee" used in reference to an Institution means the person or the body of persons for the time being entrusted

with the management of the affairs of the Institution;

- (i) "notification" means a notification published in the Official Gazette;
- (j) "prescribed" means prescribed by rules made under this Act;
- (k) "President" means the President of the Board;
- (l) "Primary Education" means education imparted in a primary school as defined in any Bengal Act or West Bengal Act or education equivalent thereto;
- (m) "recognised" with its grammatical variations, used with reference to a Madrasah, means recognised under this Act or by the West Bengal Madrasah Education Board constituted by the State Government before the commencement of this act;
- (n) "regulation" means a regulation made by the Board under this Act;
- (o) "rule" means a rule made by the State Government under this Act;
- (p) "Senior Madrasah" means a Madrasah where the Senior Madrasah Education System is followed.

CHAPTER II

The Board

Establishment and
incorporation of
the Board

- 3. (a) The State Government shall, as soon as may be after this Act comes into force, establish a Board to be called the West Bengal of Madrasah Education.
- (b) The Board shall be a body corporate with perpetual succession and a common seal, shall be entitled to acquire, hold and dispose of property, to enter into contracts and to do all other things necessary for the purposes of this Act, and shall by its name sue and be sued.

Composition
of the Board.

- 4. The Board shall consist of the following members\$-
 - (a) the President;
 - (b) the President of the West Bengal Council of Higher Secondary Education, ex officio;
 - (c) the President of the West Bengal Board of Secondary Education, ex officio;
 - (d) the President of the West Bengal Board of Primary Education, ex officio;

- (e) the Director of School Education, Government of West Bengal, ex-officio;
- (f) the Head of the Department of Arabic, Calcutta University, ex officio;
- (g) the Principal, Calucutta Madrasah, ex officito;
- (h) two heads of recognised Madrasahs - one High Madrasah and one senior Madrasah - nominated by the State Government;
- (i) two Members of the West Bengal Legislative Assembly nominated by the State Government;
- (j) three persons nominated by the State Government of whom-
 - (i) one shall be a wholetime member of the teaching staff of a college imparting instruction in Arabic or Persian language and affiliated to any University in West Bengal.
 - (ii) one shall be an expert in Islamic Culture and Theology, and
 - (iii) one shall be as woman interested in Madrasah Education;
- (k) ten wholetime and permanent members of the teaching staff of recognised Madrasahs - five from High Madrasahs, three from Senior Madrasahs and two from Junior High Madrasahs - elected in the manner prescribed;
- (l) two persons from the wholetime and permanent non teaching staff of recognised Madrasahs elected in the manner prescribed;
- (m) one person from the wholetime and permanent staff of the Board elected in the manner prescirbed.

Appointment in
default of
election.

5. (1) If by such date as may be prescribed, any of the authorities, other than the State Government, fails to elect or nominate a member or members as provided in section 4, the State Government shall appoint member or members qualified for election or nomination by such authority :

Provide that in the case of the State Legislative Assembly, if the said Assembly has been dissolved, the state Government shall appoint a suitable person to be a member to hold office until the said Assembly is reconstituted and a member is duly nominated.

- (2) A person appointed under this section shall be deemed to be a member duly elected or nominated under section 4.

- Publication of the names of elected, nominated or appointed members of the Board.
6. The name of every person elected or nominated under section 4 or appointed under section 5 as a member of the Board shall be published in the *Official Gazette* as soon as may be after the election, nomination or appointment, as the case may be.
- Term of office of members of the Board.
7. (1) Subject to the provisions of this Act, every elected, nominated or appointed member of the Board shall hold office for a term of four years from the date of publication of his or her name under section 6 and may, on expiration of such term, be re-elected, re-nominated or re-appointed.
- (2) Notwithstanding the expiration of the term of four years specified in subsection (1), an elected, nominated or appointed member of the Board shall continue to hold office until the vacancy caused by the expiration of the said term had been filled in accordance with the provisions of this Act.
- Casual vacancies
8. If any member dies or resigns his office or ceases to be a member for any other reason, the vacancy shall be filled up by a fresh nomination or election under section 4, and the member so elected or nominated shall hold office for the unexpired portion of the term of the member whose place he fills.
- Appointment, term of office, salary and allowances of the President.
9. (1) The President shall be appointed by the State Government.
- (2) The term of office of the President shall be for five years.
- (3) The President shall cease to hold office if, at any time, he becomes subject to any of the disqualifications referred to in sub-section (1) of section 11.
- (4) The President may resign his office by giving notice in writing to the State Government and, on acceptance of such resignation by the State Government, the President shall be deemed to have vacated his office.
- (5) The President shall receive such salary and allowances, if any, from the West Bengal Board of Madrasah Education Fund as the State Government may determine.
- Temporary and acting arrangement for the office of the President.
10. If the President dies or resigns his office or hold office or is temporarily absent, the State Government shall authorise a member of the Board to exercise the powers and perform the duties of the office of the President until the President resumes office or a new President is appointed, as the case may be.
- Disqualifications for membership.
11. (1) A person shall be disqualified for being elected, nominated or appointed a member of the Board if he-
- a) has been adjudged by a competent court to be of unsound

mind;

- b) is an undischarged insolvent;
- c) being a discharged insolvent, has not obtained from the court a certificate that his insolvency was caused by misfortune without any misconduct on his part;
- d) has been convicted by a court of an offence which is declared by the State Government to be an offence involving moral turpitude, unless-
 - (i) such disqualification is condoned by the State Government, or
 - (ii) the term of his sentence of imprisonment of a period of five years from the date of his conviction, whichever is longer, has expired;
- (e) directly or indirectly, by himself or his partner,-
 - (i) has or had any share or interest in any text-book approved by the Board or published by or under the authority of the Board, or
 - (ii) has any interests in any work done by order of, or in any contract entered into on behalf of, the Board:

Provided that a person who had any share or interests in any text-book referred to in sub-clause (i) shall not be deemed to have incurred the disqualification under the said sub-clause if five years have elapsed from the date of the publication or republication of such text-book.

- (2) If an elected, nominated or appointed member of the Board becomes, after his election, nomination or appointment, as the case may be, subject to any of the disqualifications specified in sub-section (1), his membership shall thereupon cease with effect from such date as the State Government may direct.

Disputes relating to the eligibility or manner of election of members.

- 12. (1) If any question arises relating to-
 - (i) the eligibility of any person for election as a member of the Board, or of any Committee under this Act, or
 - (ii) the manner in which any such election has been held, or
 - (iii) the disqualification of any member of the Board, or of any Committee, continuing as such member, such question shall be referred for decision to a Tribunal consisting of a Judicial Officer, not below the rank of a District Judge or an Additional District Judge, appointed by the State Government.

- (2) The Procedure to be followed by the Tribunal shall be such as may be prescribed.
- (3) The decision of the Tribunal under sub-section (1) shall be final and no suit or proceeding shall lie in any Civil or Criminal Court in respect of any matter which had been or may be referred to, or has been decided by, the Tribunal under that sub-section.

Resignation and
removal of
members.

- 13. (1) An elected, nominated or appointed member of the Board may resign his seat by giving notice at least for one month in writing to the President, and when such resignation is accepted by the Board, such member shall be deemed to have vacated his seat.
- (2) The State Government may, by notification, and after giving the member concerned an opportunity of being heard, remove any elected, nominated or appointed member of the Board if, without obtaining the consent of the President, he is absent from three consecutive meeting of the Board.

Conduct of
meeting.

- 14. The President or, in his absence, one of the members of the Board elected from amongst those present shall preside at the meetings of the Board, and the President or such member shall be entitled to vote on any matter and shall have a second or casting vote in every case or equality of votes.

Restriction on
voting.

- 15. (1) No member of the Board shall vote on any matter in which he has any personal or pecuniary interest or if it relates to any Institution of which he is either a teacher or a member of the Managing Committee.
- (2) The President or the member presiding at a meeting of the Board shall decide any question arising under sub-section (1), and his decision thereon shall be final.

Persons in the
service of the
Board.

- 16. (1) The Board shall have a Secretary who shall be appointed by the State Government.
- (2) The Board may appoint such other officers and employees as it considers necessary for carrying out the purposes of this Act.
- (3) The method of recruitment and the conditions of service (including the scales of pay and allowances, if any) shall,-
 - a) as respects the Secretary, be such as may be prescribed, and
 - b) as respects the other officers and employees, be such as may, subject to the approval of the State Government, be determined by regulations published in the Official Gazette.

- (4) Subject to the general control and supervision of the President, the Secretary shall be the principal administrative officer of the Board. He shall be entitled to attend and speak at any meetings of the Board, but shall not be entitled to vote.

Travelling
allowance.

17. Such members of the Board or of any Committee constituted under this Act as are not in the service of the State Government shall, in respect of expenses incurred by them in attending meetings of the Board or of any such Committee or in exercising any powers or performing any duties conferred or imposed upon them by or under this Act, be paid by the Board such allowances and at such rates as may be prescribed.

CHAPTER - III

Committees of the Board

Constitution of
Committees.

18. (1) As soon as the Board is established, the Board may, with the approval of the State Government, constitute any or more of the following Committees, namely :-
- the Recognition Committee;
 - the Syllabus Committee;
 - the Examinations Committee;
 - the Finance Committee;
 - the Appeal Committee; and
 - such other Committee or Committees as it may think necessary.
- (2) Each of the Committees referred to in clauses (a) to (d) and (f) of sub-section (1) shall be composed of the President as its Chairman and wholly, or partly, of members of the Board, and the total number of members of such Committee including the President shall not exceed nine.
- (3) The Appeal Committee shall be composed of not more than seven members of whom one shall be a person who holds or has held the office of a Judge, not below the rank of an Additional District Judge to be nominated by the State Government as the Chairman, and such number of other members as the Board thinks fit shall be the members of the Board.
- (4) The Secretary to the Board shall act as the secretary to each such Committee.

Functions of
Committee.

19. (1) It shall be the duty of the Recognition Committee to advise the Board on all matters concerning recognition of Institutions.
- (2) It shall be the duty of the Syllabus Committee to advise the Board on all matters relating to the syllabus, courses of studies to be followed and the books to be studied in recognised Institutions and for examinations instituted by the board.
- (3) It shall be the duty of the Examinations Committee to advise the Board on-
- a) matters relating to selection of paper setters, moderators, tabulators, examiners, invigilators, supervisors and others to be employed in connection with examinations instituted by the Board and the rates of remuneration to be paid to them;
 - b) the fees to be paid by candidates for such examinations; and
 - c) any other matter relating to such examinations which may be referred to it by the Board for advice.
- (4) It shall be the duty of the Finance Committee to prepare the budget of the Board and to advise the Board on such matters relating to finance as may be referred to it by the Board for advice.
- (5) (a) All appeals by the members of the teaching and non-teaching staff against the decisions of the Managing Committees of the recognised Institutions shall be heard and decided by the Appeal Committee.
- (b) The decisions of the Appeal Committee under clause (a) shall be final and no suit or proceeding shall lie in any Civil or Criminal Court in respect of any matter which has been or may be referred to, or has been decided by, the Appeal Committee.
- (6) Any other Committee or Committees that may be constituted under clause (f) of sub-section (1) of section 18 shall have such powers or functions as the Board may confer or impose on such Committee or Committees.

CHAPTER - IV

Powers and Functions of the Board and the President

Functions of the
Board.

20. (1) It shall be the duty of the Board to advise the State Government on all matters relating to Madrasah Education referred to it by the State Government.

(2) Subject to any general or special orders of the state Government, the provisions of this Act and any rules made thereunder, the Board shall have generally the power to direct, supervise and control Madrasah Education, and, in particular, the power-

- a) to grant or refuse recognition to Madrasah and to withdraw such recognition if it thinks fit and necessary, after considering the recommendations of the Recognition Committee in accordance with such regulations as may be made in this behalf;
- b) to maintain a register of recognised Madrasahs;
- c) to provide by regulations, after considering the recommendations of the Syllabus Committee, if any, the curriculum, syllabus, courses or studies to be followed and books to be studied in recognised Madrasahs for examinations instituted by the Board;
- d) to undertake, if necessary, with the approval of the State Government, the preparation, publication or sale of text-books and other books for use in recognised Madrasahs;
- e) to maintain and publish, from time to time, list of books approved for use in recognised Madrasahs and for examinations instituted by the Board and to remove the name of any such book from any such list;
- f) to institute various Madrasah Examinations and such other similar examinations as it may think fit and to make regulations in this behalf;
- g) to make regulations regarding the conditions to be fulfilled by the candidates presenting themselves for examinations instituted by the Board;
- h) to provide by regulations after considering the recommendations of the Examinations Committee, if any, the rates of remuneration to be paid to the paper-setters, moderators, tabulators, examiners, invigilators, supervisors and others employed in connection with the examinations instituted by the Board, and the fees to be paid by candidates for such examinations with the approval of the State Government;
- i) to grant or refuse permission to candidates to appear at examinations instituted by the Board and to withdraw such permission if it thinks fit in accordance with such regulations as may be made in this behalf;

- j) to provide by regulations the procedure for filling and disposal of appeals by the members of the teaching and non-teaching staff against the decisions of the Managing Committees of recognised Madrasahs;
 - k) to administer the West Bengal Maddrasah Education Board Fund;
 - l) to institute and administer such Provident Funds as may be prescribed;
 - m) to make regulations relating to the conduct, discipline and appeal in respect of the members of the staff;
 - n) to perform such other functions as may be assigned to it by the State Government.
- (3) Subject to the provisions of sub-section (2), the Board shall have the power to make regulations in respect of any matter for the proper exercise of its powers under this Act.
- (4) No regulation shall be valid unless it is approved by the State Government and the State Government may, in according such approval, make such additions, alterations or modifications therein as it thinks fit:

Provided that before making any such addition, alteration or modification, the State Government shall give the Board an opportunity to express its views thereon within such period, not exceeding one month, as may be specified by the State Government.

- (5) All regulations approved by the State Government shall be published in the Official Gazette.

Powers and duties
of the President.

21. (1) The President shall be responsible for carrying out, and giving effect to, the decisions of the Board and of any Committee constituted under this Act.
- (2) The President may, in any emergency, exercise any other powers of the Board, provided, however, that he shall not act contrary to any decision of the Board and shall, as soon thereafter as may be, report to the Board the action taken by him together with the reasons therefor.
- (3) The President shall -
- (a) exercise general supervision over the Secretary, the other officers and employees appointed by the Board, and post and transfer the members of the staff;
 - (b) sanction all claims of travelling allowances; and

- (c) take such other action not inconsistent with any decisions of the Board as he considers necessary for the proper functioning of the Board under this Act.

CHAPTER - V

Meetings

Meetings of the Board. 22. (1) The annual meeting of the Board shall be held in the month of July each year.

- (2) The Board shall meet at such other times, not less than four times a year, as may be appointed by the President.
- (3) The President shall, except in the case of an emergency meeting referred to in subsection (6), give to each member not less than seven days' notice of each meeting including the annual or a special meeting:

Provided that the President shall, on receipt of a requisition signed by not less than ten members of the Board, call a meeting within fifteen days from the date of receipt of such requisition, and no business, other than that on account of which the requisition has been received, shall be transacted at such a meeting.

- (4) On receipt of a requisition signed by not less than six members of the Board, the President shall place before a meeting of the Board for discussion any decision of any Committee constituted under this Act to which such requisition relates, and the Board may revise any such decision if not less than two-thirds of the total number of members of the Board are in favour of such revision.
- (5) No matter which has been decided by the Board shall, within the period of six months from the date of such decision, be reconsidered except at a special meeting of the Board convened for the purpose upon the requisition of ten members and unless not less than two-thirds of the total number of members of the Board vote in favour of such reconsideration.
- (6) In case of an emergency, the President may call a meeting, after giving not less than clear two days' notice thereof.
- (7) No business shall be transacted at any meetings of the Board unless a quorum of ten members is present.

Meetings of Committee. 23. The Board shall make regulations relating to meetings of any Committee constituted under this Act and the procedure to be followed at such meetings.

CHAPTER - VI

Finance and Audit

- Annual report and budget estimate. 24. (1) The President shall place before the annual meeting of the Board held in the year following the year in which it is constituted and before every annual meeting thereafter a report on the working of the Board during the last preceding financial year.
- (2) The report shall be forwarded to the State Government within one month of the presentation thereof before the annual meeting of the Board together with such comments thereon as the Board may think fit to make.
- (3) (a) The Board shall hold a special meeting by the 31st October of every financial year and the President shall place before the said meeting a budget estimate showing, in such form as may be prescribed, the anticipated income and expenditure of the Board for the next financial year.
- (b) The budget estimate as aforesaid shall, after confirmation by the Board, be forwarded to the State Government by the 30th November of the financial year in which the special meeting referred to in clause (a) is held.
- (4) (a) The State Government shall, within two months of the receipt of the budget estimate, either accord its approval to the same or return it to the Board with such comments and suggestions as it deems necessary if, in its opinion, such estimate -
- (i) is not reasonably accurate with reference to ascertainable facts or shows a deficit in the closing balance;
 - (ii) includes new items of recurring expenditure which are likely to impose upon the Board in the future financial liabilities which the Board is not likely to be able to meet from its income; or
 - (iii) includes provisions for expenditure which are not in accordance with the provisions of this Act.
- (b) If the budget estimate is returned under clause (a), the Board shall consider the comments and suggestions made

by the State Government and may, if it thinks fit, revise said estimate. The Board shall, then, resubmit the budget estimate as so revised to the State Government, or the Board shall, if it does not think fit to revise the estimate, resubmit it in its original form to the State Government within one month of receiving it together with its replies on the comments and suggestions made by the State Government.

(c) If the State Government does not approve of the budget estimate as revised by the Board or if the budget estimate is returned by the Board without revision, the State Government may amend the budget estimate by making-

(i) such modifications as are, in its opinion, necessary to render the estimate reasonably accurate with reference to ascertainable facts or to balance the income and expenditure,

(ii) additions, alterations or modifications in any provision relating to new expenditure of a recurring nature,

(iii) any alteration or modification in any provision for expenditure which, in its opinion, is not in accordance with the provisions of this Act, and shall forward the budget estimate as so amended to the Board.

(5) If the State Government does not accord its approval to the budget estimate under clause (b) of sub-section (3) within two months of the receipt thereof, or if the State Government does not communicate its approval of the budget estimate to the Board under clause (c) of sub-section (4) within the 31st March of the financial year immediately preceding the financial year to which the budget estimate relates, the budget estimate as forwarded to the State Government by the Board under clause (b) of sub-section (3) or as resubmitted to the State Government by the Board under clause (b) of sub-section (4), as the case may be, shall be deemed to have been approved by the State Government and shall be the budget estimate of the Board for the financial year to which it relates.

Payment to the Board by the State Government. 25. The State Government may, after considering the budget estimates, the accounts of the Board and such other reports as it may call for, make such annual or periodical grants to the Board as it may think fit:

Provided that on the establishment of the Board and before the first

budget estimate is forwarded to the State Government, it may, after considering such report as it may call for from the Board, make such initial grant to the Board as may, be considered necessary.

West Bengal Madrasah
Education Board Fund.

26. (1) The Board shall have a Fund to be called the West Bengal Board of Madrasah Education Fund to which shall be credited-

(a) all sums which may be paid by the State Government under section 25;

(b) all fees realised under any of the provisions of this Act;

(c) all sums representing income from endowments or from property owned or managed by the Board; and

(d) all other sums received by or on behalf of the Board from any other source whatsoever.

(2) The Fund shall vest in the Board and shall be under its control and shall be held by it in trust for the purposes of this Act.

(3) All monies payable to the credit of the Fund shall forthwith be paid into the Reserve Bank of India or into the State Bank of India or any branch thereof or into the United Bank of India or any branch thereof to the credit of the Fund, and all cheques drawn on the Fund shall be signed by the President or by such other person as he may authorise in writing in this behalf.

Application of the
West Bengal Board
of Madrasah
Education Fund.

27. No expenditure shall be incurred from the Fund except for the purposes of this Act and unless such expenditure is provided for in the budget as approved under this Act or can be met by reappropriation sanctioned in the prescribed manner.

Accounts. 28. The Board shall keep an account of all its receipts and expenditure in the manner prescribed.

Audit. 29. (1) The accounts of the Board shall be examined and audited annually in such manner as may be prescribed by an auditor or auditors appointed by the State Government.

(2) For the purpose of examination and audit under sub-section (1), an auditor appointed under that sub-section may -

(a) require in writing the production before him of any document relating to the Board or the assets thereof which he considers to be necessary for the proper conduct of the audit;

(b) require in writing the personal appearance before him of any person accountable for, or having the custody or control of, any such document to answer any question relating thereto; and

- (3) It shall be the duty of the Board and of every member thereof, and of the Secretary and the members of the staff in the service of the Board to afford to the auditor every facility for the examination and audit of the accounts of the Board and to comply with any requisition made by the auditor under sub-section (2) and with the requirement of any rule made in this behalf.
- (4) Any person who wilfully neglects or refuses to comply with a requisition made under sub-section (2) or with the requirement of any rule made in this behalf shall, on conviction, be punishable with fine which may extend to one hundred rupees.
- (5) No complaint in respect of any officer punishable under sub-section (4) shall be made except with the previous sanction of the State Government.
- (6) No Magistrate other than a Judicial Magistrate of the first class shall try an offence punishable under sub-section(4).
- Audit Report. 30. (1) Not more than fourteen days after completion of the audit the auditor shall submit to the State Government a report on the accounts audited, and shall send a copy thereof to the Board which shall forward it to the State Government together with its observations thereon.
- (2) The State Government shall take such action on the audit report as it thinks fit.

CHAPTER - VII

Supplemental Provisions

- Board to furnish 31. The Board shall furnish to the State Government such reports, returns and statements as may be prescribed, and such further information on any matter relating to the Board as the State Government may require.
- Power of State 32. The State Government may, by order in writing specifying the reasons Government to thereof, suspend the execution of any resolution or order of the Board or any Committee constituted under this Act and prohibit the doing of any act which purports to be done or intended to be done under this Act, if the State Government is of opinion that such resolution, order or act is in excess of the powers conferred by or under this Act upon the Board or the Committee, as the case may be.

- Certain persons to be deemed to be public servants.
33. The members of the Board and of every Committee constituted under this Act, persons in the service of the Board and any person appointed under this Act to audit the accounts of the Board shall be deemed to be public servants within the meaning of section 21 of the Indian Penal Code. 45 of 1860
- Indemnity.
34. No suit, prosecution or other legal proceeding whatever shall lie against any person for anything in good faith done or intended to be done under this Act.
- Power of Tribunals.
35. A Tribunal appointed under this Act shall have all the powers of a Civil Court for the purposes of receiving evidence, administering oaths, and enforcing the attendance of witnesses and compelling the discovery and production of documents and shall be deemed to be a Civil Court within the meaning of sections 345 and 346 of the Code of Criminal Procedure, 1973. 2 of 1974.
- Saving.
36. No act or proceeding taken under this Act shall be invalid on the ground merely of -
- (a) the existence of any vacancy in, or defects in the initial or subsequent constitution of, the Board or any Committee constituted under this Act.
 - (b) any member of the Board having voted on any matter in contravention of the provisions of section 15, or
 - (c) any defect or irregularity not affecting the merits of the case.
- Transitory provisions.
37. (1) The President shall make the first regulations for the purposes of this Act.
- (2) The first regulations shall remain in force for a period of one year or until regulations are made by the Board under the provisions of this Act, whichever is earlier.
- Power to make rules.
38. (1) The State Government may, after previous publication, make rules for carrying out the purposes of this Act.
- (2) In particular, and without prejudice to the generality of the foregoing power, such rules may provide for all or any of the following matters, namely:-
- (a) the acquisition, possession and disposal of property by the Board, the conditions of such acquisition, possession and disposal, and performance by the Board of any function referred to in sub-section (2) of section 3;
 - (b) the manner of election of the members of the Board specified in clauses (k), (l) and (m) of section 4;
 - (c) the composition, powers and functions of the Managing

Committees of Institutions;

- (d) the procedure to be followed by a Tribunal in deciding on questions referred to in sub-section (1) of section 12;
- (e) the method of recruitment, the terms and conditions of service including the scales of pay and the rules of discipline relating to the Secretary of the Board;
- (f) the rates at which the Board shall pay travelling allowance to the persons referred to in section 17;
- (g) the Provident Fund referred to in clause (l) of sub-section (2) of section 20 as may be instituted and administered by the Board;
- (h) the form in which the budget estimate of the Board, as referred to in clause (a) of sub-section (3) of section 24, shall be prepared;
- (i) the manner in which all payments to and from the West Bengal Board of Madrasah Education Fund shall be made;
- (j) the manner of reappropriation under section 27;
- (k) the manner and form in which accounts of receipts and expenditure shall be kept under section 28;
- (l) the manner in which examination and audit of the accounts of the Board shall be made;
- (m) the reports, returns and statements to be furnished by the Board under section 31 and the forms of such reports, returns and statements;
- (n) any other matter required to be prescribed or provided or made by rules.

Repeal, saving
and validation.

39. (1) The resolution made under notification No. 211 - Education, dated the 2nd February, 1973, by the State Government constituting the West Bengal Madrasah Education Board (hereinafter referred to as the former Board) is hereby repealed.

(2) Upon such repeal -

- (a) all property and assets under the control of the former Board and all rights, liabilities and obligations acquired or incurred by the former Board before the commencement of this Act shall vest in the Board in accordance with such order as the State Government may make in this behalf;
- (b) all legal proceedings or remedies instituted or enforceable

by or against the former Board before the commencement of this Act may be continued or enforced, as the case may be, by or against the Board as established under this Act or, until the Board is so established, by or against such officer or authority as the State Government may be order specify;

- (c) all officers and other persons in the employ of the former Board immediately before the commencement of this Act shall, until other provision is made, continue in the service of the Board;
- (d) all recognised Madrasahs shall be deemed to have been recognised under this Act until the expiration of the period of recognition, subject, however, to the power of the Board, to withdraw recognition in accordance to the provisions of this Act; and
- (e) all syllabuses, courses of studies and text-books in force shall, until other provision is made under this Act, continue to be followed.

Board to be guided
by directions of the
State Government.

40 The Board shall, in exercising its powers and performing its duties under this Act, be guided by such directions as the State Government may, by notification, give from time to time regarding the scope the content of Madrasah Education.

Supersession of
the Board.

41. (1) If in the opinion of the State Government, the Board-
- (a) has persistently made default in the performance of duties imposed on it, or
 - (b) has exceeded or abused its powers, the State Government may, by an order published in the Official Gazette and stating the reasons therefor, supersede the Board for such period, not exceeding two years, as may be specified in the order, and take such steps as may be necessary to re-establish the Board immediately on the expiry of the period of supersession.
- (2) The State Government may, if it considers necessary so to do, by order extend or modify from time to time the period of supersession which shall in no case in aggregate exceed three years.

Consequences of
supersession.

42. (1) Notwithstanding anything contained in this Act or in any other law for the time being in force, with effect from the date of an order of supersession made under section 41, -

- (a) all the members of the Board and the Committees constituted

under this Act and the President shall vacate their offices,

- (b) all the powers, duties and functions which, under the provisions of this Act or any rule or regulation made thereunder or of any other law for the time being in force, may be exercised or performed by the Board or any of the Committees or the President, shall be exercised or performed by an Administrator to be appointed by the State Government in this behalf:

Provided that an Administrator appointed under this clause may delegate any of his powers, duties or functions to such person as he may think fit or to such body as may be constituted by him;

- c) the representatives of the Board on every body, statutory or otherwise, shall vacate their respective offices as such representatives, and the Administrator may nominate such person or persons to represent the Board or that body as he may think fit.
- (2) The State Government may, by an order published in the *Official Gazette*, cancel an order made under section 41 and re-establish the Board.
- (3) On the re-establishment of the Board under sub-section (3), the administrator shall cease to exercise his powers and his duties.
- (4) The terms and conditions of service of the Administrator shall be such as may be fixed by the State Government by order made in this behalf.

Board to continue as a body corporate. 43. For removal of doubts, it is hereby declared that an order of supersession made under section 41 shall not effect or imply in any way the dissolution of the Board as a body corporate.

- Re-establishment of the Board. 44. (1) The State Government shall, by an order published in the *Official Gazette*, specify the date on which the Board is re-established in accordance with the provisions of section 4.
- (2) The State Government shall, by an order published in the *Official Gazette*, specify the dates by which the authorities (other than the State Government) shall elect or nominate members referred to in section 4. If such member or members are not elected or nominated, as the case may be, by the specified dates, the State Government shall appoint such member or members from amongst the persons qualified for such election or nomination, as the case may be.
- (3) Until election of members referred to in section 4 is held, the

State Government shall appoint such member or members from amongst the persons qualified for election under clauses (k), (l) and (m) of section 4.

- (4) (a) The members appointed under sub-section (2) shall hold office until nomination of members under section 4 is made.
- (b) The members appointed under sub-section (3) shall hold office until election of members referred to in section 4 is held and the result of such election is published in the Official Gazette in this behalf.

Power to remove
difficulties.

45. If any difficulty arises in giving effect to the provisions of this Act, the State Government may make such order or do such thing, not inconsistent with the provisions of this Act, as appears to it to be necessary or expedient for removing the difficulty.

By order of the Governor,

S. MAITRA,

Special Officer & ex officio

Jt. Secy. to the Govt. of West Bengal.

